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ABSTRACT

This training pack contains 13 modules, each lasting approximately one hour and 15 minutes, which introduces schools in England to the Literacy across the Curriculum element of the Key Stage 3 National Strategy. Each unit starts with a list of objectives, suggestions for use, resources required, and an overview of the session. Associated handouts and overhead transparencies are also supplied. The modules are appropriate for whole-staff use or for smaller groupings, including departments. The principles behind the training modules are that participants are active, interactive, given space to consolidate thinking, and committed to putting ideas into practice. Modules in this training guide are: Whole-School Implementation; Writing Non-Fiction; Writing Style; Spelling and Vocabulary; Active Reading Strategies; Reading for Information; The Management of Group Talk; Listening; Making Notes; Using the Library/learning Centre; Marking for Literacy; All Inclusive: Supporting EAL (English as an Additional Language) Learners; and What Next? (RS)

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Practice ✓

Curriculum & Standards

Key Stage 3
National Strategy

ED 472 057

Literacy across the curriculum

Headteachers, Heads of Department & Teachers

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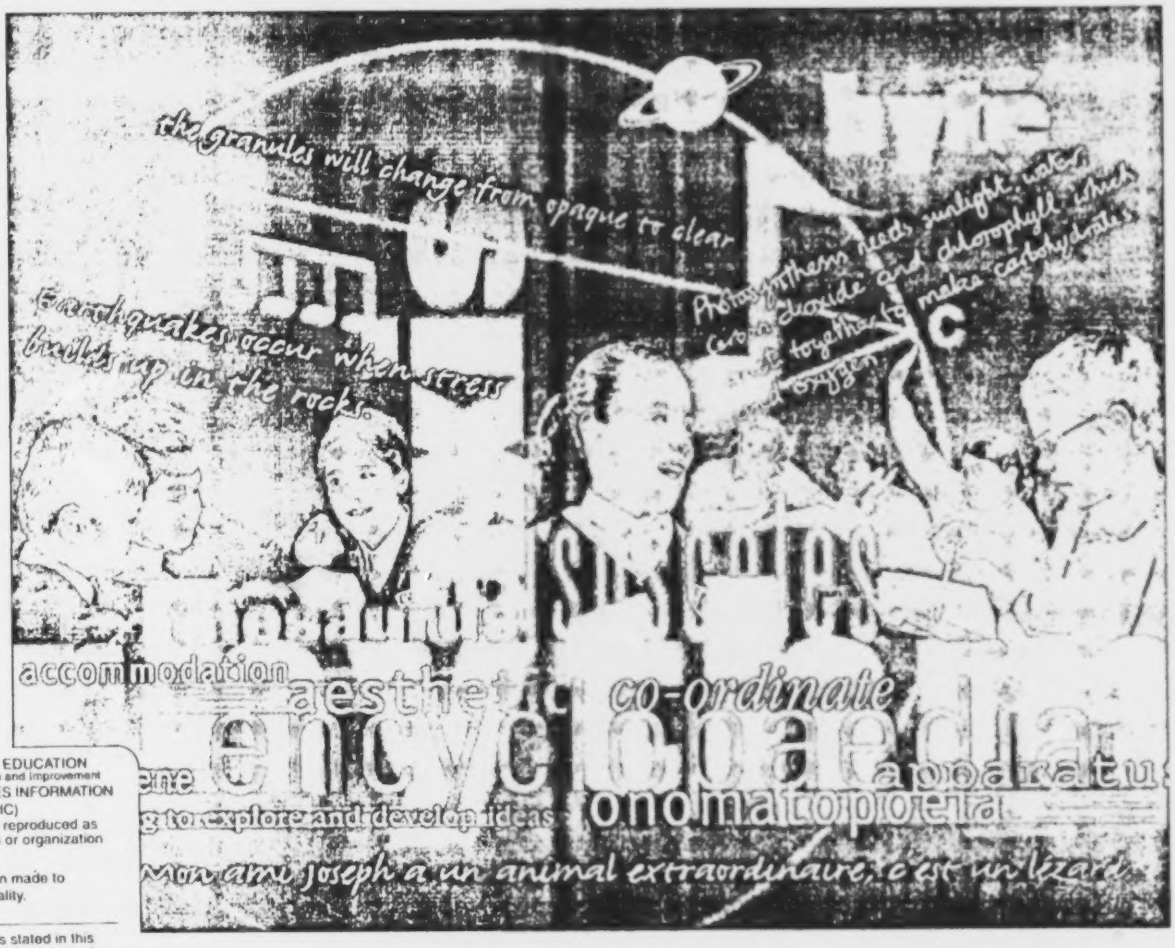
the granules will change from opaque to clear
Earthquakes occur when stress builds up in the rocks.
Photosynthesis needs sunlight, water, carbon dioxide and chlorophyll which together to make carbohydrates and oxygen
C
accommodation
aesthetic
co-ordinate
encyclopaedia
apparatus
onomatopoeia
g to explore and develop ideas
mon ami joseph a un animal extraordinaire, c'est un lézard

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Raising Standards
Standards and Effectiveness Unit

DfEE
Department for Education and Employment

Excellence in schools

CS 511 727

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This pack contains a number of modules, each lasting approximately 1 hour and 15 minutes. It is up to the school to select the modules it most needs, and decide how to use them. They are appropriate for whole-staff use or for smaller groupings, including departments. The intention is to allow schools to tailor INSET to suit their own priorities and stage of development. The long-term intention is to add further modules to the pack as practice evolves and new needs emerge.

The principles behind the training modules are that participants are:

- active
- interactive
- given space to consolidate thinking
- committed to putting ideas into practice.

Unless there is a direct effect on teaching, training cannot be said to be effective. It follows that training must have action built into it and some way of monitoring this. For this reason, the pack has a section at the end called *What next?* which offers proposals for action for each module at the whole-school and departmental level. Each module also concludes with *Ready for more?* which offers some immediate suggestions for individual teachers.

The pack is accompanied by a video and a CD, the contents of which are listed below:

- Video
  - Case study: South Dartmoor School
  - Writing non-fiction
  - Active reading strategies
  - Introducing textbooks
  - All inclusive
- CD (or audio tape)
  - The EXIT model
  - Star signs and group membership
  - King Death

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1 Whole-school implementation

Aims
- To update schools on trends in literacy standards
- To suggest how schools might build literacy priorities into teaching across the curriculum
- To plan the 'Literacy across the curriculum' training day.

Useful for:
- A meeting of senior management and faculty heads to determine priorities and preferences.

Timing

1.1	**Update**	10 minutes
1.2	**Case study**	20 minutes
1.3	**Building literacy priorities into teaching across the curriculum**	20 minutes
1.4	**Planning the training day**	25 minutes
Total		75 minutes

You will need:
- OHTs 1.1–1.10
- Handouts 1.1–1.4
- Participants will need sight of the *Framework of Objectives* for Key Stage 3
- The video ready at the first extract *Case study*.

1.1 Update (10 minutes)

Introduce the topic:

Why is the current emphasis on raising literacy standards considered necessary? Literacy is vital to function in a modern, communications-led society, for personal pleasure and for intellectual growth. However there is a wealth of evidence that we have not yet 'got it right' for a sizeable number of the population. These people are disadvantaged by their low level of literacy.

There is evidence from the Basic Skills Agency and from the DfEE report *A Fresh Start* (1999) that for many years there has been a problem with literacy in the UK. For example:
- An estimated seven million adults in England cannot locate the page reference for plumbers in *Yellow Pages* (DfEE, 1999).
- One in 16 adults cannot identify the venue for a concert on a simple poster featuring only the name of the band, the venue, date, time, and ticket price.
- Of the 12 OEDC nations surveyed in 1997 for levels of adult literacy, only Poland and Ireland emerged with a lower level than Britain (DfEE, 1999).
- 60% of people in prison suffer from functional illiteracy and/or innumeracy.

Use OHT 1.1 to draw attention to the most recent results at Key Stage 3.

OHT 1.1

About the 2000 KS3 English results

64% of all pupils gained level 5 or better in English.
This figure is very similar to mathematics (65%).

The English figure dropped by 1% again this year.

72% of girls achieve level 5 or better.
55% of boys achieve level 5 or better.
In mathematics, the achievement of boys and girls is virtually identical.

In English, 28% of pupils rise above level 5.
In mathematics, 39% rise above level 5.

Half of all pupils add only one level during the three years of Key Stage 3.

Only one in three pupils progresses by two levels.

A substantial number stay where they are.

4% of pupils are absent for Key Stage 3 tests.

The following information is gleaned from QCA's feedback on Key Stage 3 test performance:

OHT 1.2

Issues arising from the 2000 English tests

Reading

Good understanding, but:

- Inclined to recount rather than explain.

Writing

- Vast majority opt for narrative writing over non-narrative.
- Weaknesses in spelling (many missing sounds and incorrect choices).
- Only 75% of sentences correctly demarcated by full stops.
- Neglect of commas to mark clause boundaries.
- 16% did not use paragraphs.
- Pupils have difficulties structuring non-narrative writing.

Standards at Key Stage 3 English, QCA

Schools can find more detail about these findings in QCA's useful booklet *Report on the 2000 national curriculum assessments for 14-year-olds* which appears on QCA's website *www.qca.org.uk/standardsmain.asp*

Now present local and school evidence using, if relevant, school, LEA and benchmark results and trends at KS3, including value-added, gender and ethnic data.

State that, although these are English results, literacy standards are important for all subjects for the following reasons, and then use OHT 1.3.

OHT 1.3

What's in it for departments?

1. Literacy supports learning. Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
2. Reading enables us to learn from sources beyond our immediate experience.
3. Through language we make and revise meaning.
4. Writing helps us to sustain and order thought.
5. Responding to higher order questions encourages the development of thinking skills and enquiry.
6. Better literacy leads to improved self-esteem, motivation and behaviour. It allows pupils to learn independently. It is empowering.

1.2 Case study (20 minutes)

Introduce the school in the video extract:

South Dartmoor School draws pupils from a wide area and a diverse range of backgrounds. It is truly comprehensive. It is a popular and oversubscribed school but this does not mean that it has a privileged intake. Incomes in the South West are below the national average. Although predominately white, the school has pupils from a range of ethnic backgrounds including refugee families. The work in this school started from recognition that there was much good literacy practice in classrooms but that these practices were not necessarily consistent across the school.

Use OHT 1.4 to focus participants' attention before watching the video.

OHT 1.4

Video

- What elements are in place to develop *whole-school* action, and could you add any others?
- Which ones have had a direct impact on pupils?
- What are the advantages of the policy for departments other than English?

Show video extract 1: *Case study.*

After viewing, take brief discussion on the first point. Possible answers include:

- commitment from head
- whole-school INSET
- departmental involvement monitored via departmental meetings
- sharing of ideas/collaboration between staff
- support from literacy co-ordinator within school
- practical literacy document for all to draw on.

The elements that have had a direct impact on pupils tend to be teaching strategies which are:

- simple
- visible
- interactive
- applicable in a range of contexts
- fun,

for example:

- sequencing
- writing frames
- wall displays, eg key words
- card sorts.

1.3 Building literacy priorities into teaching across the curriculum (20 minutes)

The literacy strand of the Key Stage 3 National Strategy is organised around the *Framework for teaching English: Years 7, 8 and 9*. Introduce colleagues to the *Framework*, by using sample pages and OHT 1.5. Point out:

- the way it is organised around word, sentence and text level objectives
- the attention to reading, writing and speaking and listening
- the fact that it is a teaching agenda, rather than a set of assessment criteria
- the way it details progression from Years 7, 8 and 9
- the way it highlights key objectives (in bold) which are crucial to literacy development
- that although some objectives are clearly the province of the English teacher (eg Study of literary texts), most are vital and relevant to other subjects (eg Vocabulary or Inform, explain, describe).

OHT 1.5

Main headings in the *Framework for English*

Word level
- Spelling
- Spelling strategies
- Vocabulary

Sentence level
- Sentence construction and punctuation
- Paragraphing and cohesion
- Stylistic conventions of non-fiction
- Standard English and language variation

Reading
- Research and study skills
- Reading for meaning
- Understanding the author's craft
- Study of literary texts

Writing
- Plan, draft and present
- Imagine, explore, entertain
- Inform, explain, describe
- Persuade, argue, advise
- Analyse, review, comment

Speaking and listening
- Speaking
- Listening
- Group discussion and interaction
- Drama

It is recommended that schools focus their energies on a small and memorable number of cross-curricular literacy priorities in each year. They can do this by choosing four of the key objectives highlighted in the *Framework for teaching English*, based on the school's audit of standards and the results of OFSTED inspection findings.

If you have not yet completed an audit, listed below are four key objectives for each year which you could use. Ideally, however, it is up to the school to make sure that the objectives reflect local need.

OHT 1.6/Handout 1.1

Year 7

Cross-curricular priorities

1. Recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary.
2. Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, eg *when there is a shift of topic, viewpoint or time*.
3. Revise the stylistic conventions of the main types of non-fiction:
   - information
   - recount
   - explanation
   - instructions
   - persuasion
   - discursive writing
4. Use appropriate reading strategies to extract particular information, eg *highlighting, scanning*.

OHT 1.7/Handout 1.2

Year 8

Cross-curricular priorities

1. Explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, eg *by chronology, comparison or through adding exemplification*.
2. Learn complex, polysyllabic words and unfamiliar words which do not conform to regular patterns.
3. Combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity.
4. Use talk to question, hypothesize, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.

OHT1.8/Handout 1.3

Year 9

Cross-curricular priorities

1. Compare and use different ways of opening, developing, linking and completing paragraphs.
2. Synthesize information from a range of sources, shaping material to meet the reader's needs.
3. Write with differing degrees of formality, relating vocabulary and grammar to context, eg *using the active or passive voice*.
4. Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.

OHT 1.9 suggests how these priorities might be expressed in action:

OHT 1.9

Cross-curricular priorities in action

As a minimum:

- All subjects will identify where they will
  - plan
  - teach
  - mark

  to the key objectives.
- The senior management team will
  - identify which departments will be responsible for which objectives
  - sample periodically the work of pupils for evidence of progress against the objectives
  - identify the training needs of the staff to help them fulfil the objectives.

Allow 5–10 minutes for discussion around those aspects of literacy which may be priorities for the school.

1.4 Planning the training day (25 minutes)

Display OHT 1.10 which contains the titles of the units in the *Literacy across the curriculum* folder.

OHT 1.10

1 Whole-school implementation
2 Writing non-fiction
3 Writing style
4 Spelling and vocabulary
5 Active reading strategies
6 Reading for information
7 The management of group talk
8 Listening
9 Making notes
10 Using the library/learning centre
11 Marking for literacy
12 All inclusive: supporting EAL learners
13 What next?

Also distribute *Handout 1.4* and allow participants 5–10 minutes to identify which units will match school priorities and which ones should be used with:

- the whole school
- some staff
- as optional units.

Handout 1.4
Key Stage 3
Literacy across the curriculum

See full size version of the Handout at the end of this module.

It is now up to the KS3 management group to construct the programme for the INSET day.

About the 2000 KS3 English results

OHT 1.1

64% of all pupils gained level 5 or better in English.
This figure is very similar to mathematics (65%).

The English figure remained the same this year.

72% of girls achieve level 5 or better.
55% of boys achieve level 5 or better.
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Issues arising from the 2000 English tests

OHT 1.2

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Good understanding, but:

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Writing

- Vast majority opt for narrative writing over non-narrative.
- Weaknesses in spelling (many missing sounds and incorrect choices).
- Only 75% of sentences correctly demarcated by full stops.
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Standards at Key Stage 3 English, QCA

What's in it for departments?

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Video

- What elements are in place to develop *whole-school* action, and could you add any others?
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- What are the advantages of the policy for departments other than English?

Main headings in the *Framework for English*

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- Spelling strategies
- Vocabulary

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- Stylistic conventions of non-fiction
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- Understanding the author's craft
- Study of literary texts

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- Imagine, explore, entertain
- Inform, explain, describe
- Persuade, argue, advise
- Analyse, review, comment

Speaking and listening
- Speaking
- Listening
- Group discussion and interaction
- Drama

Year 7
Cross-curricular priorities

1. Recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary.
2. Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, eg *when there is a shift of topic, viewpoint or time.*
3. Revise the stylistic conventions of the main types of non-fiction:
   - information
   - recount
   - explanation
   - instructions
   - persuasion
   - discursive writing
4. Use appropriate reading strategies to extract particular information, eg *highlighting, scanning.*

Year 8

OHT 1.7

Cross-curricular priorities

1. Explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, eg *by chronology, comparison or through adding exemplification.*

2. Learn complex, polysyllabic words and unfamiliar words which do not conform to regular patterns.

3. Combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity.

4. Use talk to question, hypothesize, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.

Year 9
Cross-curricular priorities

OHT 1.8

1. Compare and use different ways of opening, developing, linking and completing paragraphs.
2. Synthesize information from a range of sources, shaping material to meet the reader's needs.
3. Write with differing degrees of formality, relating vocabulary and grammar to context, eg *using the active or passive voice.*
4. Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.

Cross-curricular priorities in action

OHT 1.9

As a minimum:

- All subjects will identify where they will
  - plan
  - teach
  - mark

  to the key objectives.
- The senior management team will
  - identify which departments will be responsible for which objectives
  - sample periodically the work of pupils for evidence of progress against the objectives
  - identify the training needs of the staff to help them to fulfil the objectives.

1 Whole-school implementation

2 Writing non-fiction

3 Writing style

4 Spelling and vocabulary

5 Active reading strategies

6 Reading for information

7 The management of group talk

8 Listening

9 Making notes

10 Using the library/learning centre

11 Marking for literacy

12 All inclusive: supporting EAL learners

13 What next?

Year 7
Cross-curricular priorities

Handout 1.1

1. Recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary.
2. Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, eg *when there is a shift of topic, viewpoint or time.*
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   - explanation
   - instructions
   - persuasion
   - discursive writing
4. Use appropriate reading strategies to extract particular information, eg *highlighting, scanning.*

Year 8
Cross-curricular priorities

1. Explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, eg *by chronology, comparison or through adding exemplification*.

2. Learn complex, polysyllabic words and unfamiliar words which do not conform to regular patterns.

3. Combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity.

4. Use talk to question, hypothesize, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.

Year 9
Cross-curricular priorities

1. Compare and use different ways of opening, developing, linking and completing paragraphs.
2. Synthesize information from a range of sources, shaping material to meet the reader's needs.
3. Write with differing degrees of formality, relating vocabulary and grammar to context, eg *using the active or passive voice.*
4. Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.

Key Stage 3
Literacy across the curriculum

Handout 1.4
1 of 6

The pack consists of a number of modules, each lasting approximately 1 hour and 15 minutes. It is up to the school to select the modules it most needs, and decide how to use them. They are appropriate for whole-staff use or for smaller groups, including departments. The intention is to allow schools to tailor INSET to suit their own priorities and stage of development.

Module 1 Whole-school implementation

Aims:

- To update schools on trends in literacy standards
- To suggest how schools might build literacy priorities into teaching across the curriculum
- To plan the 'literacy across the curriculum' training day.

Useful for:

- A meeting of Senior Management and Faculty Heads to determine priorities and preferences.

Contains:

- Update information in the form of OHTs
- Video of a school that has been working successfully on literacy across the curriculum
- Discussion about the likely content of the school training day.

Module 2 Writing non-fiction

Aims:

- To show how a bridge can be built between reading good examples and writing independently
- To propose a teaching sequence for introducing new types of writing
- To demonstrate how the structure of non-fiction texts can be made plain to pupils
- To identify the features of classroom contexts which support writing.

Useful for:

- Whole staff or departments where writing is a concern
- Schools who already use writing frames and want to probe deeper.

Raising
Standards
Standards and Effectiveness Unit

Contains:

- A teaching sequence for use in school
- A video to illustrate the sequence
- Discussion and activities.

Module 3 Writing style

Aims:

- To introduce staff to some of the principles of sentence structure, so that they can help pupils to express themselves in more sophisticated ways
- Provides some simple ways of helping pupils to improve their style.

Useful for:

- Schools where pupils are willing to write but lack flair
- Staff who were never taught sentence grammar themselves.

Contains:

- Practical group activities
- A crash course in useful sentence level grammar (not the naming of parts)
- Handy reference materials
- Pupil work to analyse
- Fun, and no tests!

Module 4 Spelling

Aims:

- To promote a set of strategies for teaching pupils how to learn and retain spellings
- To suggest a way of monitoring spelling across the curriculum
- To provide support for pupils in using subject-specific vocabulary.

Useful for:

- Schools where the departments already give out spelling lists, but still feel there is more to be done.

Contains:

- Group activities
- Practical suggestions
- Useful handouts
- No tests!

Module 5 Active reading strategies

Aims:

- To promote a number of 'hands on' techniques to engage pupils with texts
- To help increase pupils' attention to meaning, and stamina in reading longer text.

Useful for:

- Schools who have not yet promoted DARTs (Directed activities related to texts) across the whole curriculum
- Where pupils' reading is cursory and superficial.

Contains:

- Practical activities
- Useful handouts
- Video examples.

Module 6 Reading for information

Aims:

- To alert teachers to the reading strategies demanded by different tasks
- To propose a model to help pupils to learn from non-fiction texts
- To raise awareness of the nature of non-fiction texts and the challenges they present to the reader.

Useful for:

- Schools who have introduced DARTs, and feel ready to develop whole-class methods of teaching reading more actively.

Contains:

- Practical activities based on classroom reading materials
- A teaching sequence to use
- Examples of pupil work for discussion.

Module 7 The management of group talk

Aims:

- To explore the features of effective collaborative talk
- To promote well-informed choices about the size and composition of groups
- To establish the principles of effective task-setting
- To suggest different ways of feeding back from groups.

Useful for:

- Situations in which too few pupils contribute to class discussion
- Staff who want to develop their repertoire of approaches, perhaps where group work has fallen into a routine.

Contains:

- Discussion activities
- Group work organised to demonstrate some of the ideas mentioned in the module
- Several useful handouts.

Module 8 Listening

Aims:

- To promote effective listening for information
- To introduce a range of generic listening activities which contribute to cross-curricular language development
- To promote activities which develop listening stamina.

Useful for:

- All schools where poor pupil concentration and listening is perceived as impediments to attainment
- Literacy co-ordinators who wish to raise awareness of the need to teach listening skills and develop whole-school listening strategy.

Contains:

- Two listening activities
- Group discussion.

Module 9 Making notes

Aims:

- To explore the skills required in note-taking from texts
- To identify the difficulties which pupils experience when note-taking
- To propose a range of strategies that can be used to support note-taking.

Useful for:

- Whole staff or departments which set pupils research tasks or expect pupils to produce their own notes.

Contains:

- Practical activities
- Pupil work to discuss
- Useful handouts.

Module 10 Using the library/learning centre

Aims:

- To develop effective research and study skills through the use of the *Framework for teaching English: Years 7, 8 and 9*
- To support and extend pupils' use of the library, its resources and staff expertise.

Useful for:

- Teachers, librarians and teaching assistants in staff meetings.

Contains:

- Discussion
- Card-sorting activities
- Advice about setting research tasks.

Module 11 Marking for literacy

Aims:

- To reduce the marking burden on teachers
- To increase the value of marking for pupils
- To move towards a marking policy which is more active and formative.

Useful for:

- All staff.

Contains:

- Practical and discussion activities
- Marked pupil work for discussion
- A marking code to discuss
- Practical proposals.

Module 12 All inclusive: supporting EAL learners

Aims:

- To illustrate how EAL learners can be included in lessons effectively in planning and teaching
- To review the level of provision for EAL learners, and identify where improvements are needed.

Useful for:

- All staff, regardless of intake and including support staff.

Contains:

- A video
- Points for follow-up discussion.

Module 13 What next?

Aims:

- To conclude the whole-school training day
- To pose constructive proposals for action following the training day.

Useful for:

- Whole staff.

Contains:

- Proposals for action from each group that met.

2 Writing non-fiction

Aims:

- To show how a bridge can be built between reading good examples and writing independently
- To propose a teaching sequence for introducing new types of writing
- To demonstrate how the structure of non-fiction texts can be made plain to pupils
- To identify the features of classroom contexts which support writing.

Useful for:

- Whole staff or departments where writing is a concern
- Schools which already use writing frames and want to probe deeper.

Timing

2.1	**Types of non-fiction**	15 minutes
2.2	**Creating a context for writing**	15 minutes
2.3	**Writing non-fiction**	30 minutes
2.4	**Organising writing**	15 minutes
Total		75 minutes

You will need:

- OHTs 2.1–2.5
- Handouts 2.1–2.7
- Video extract *Writing non-fiction.*

2.1 Types of non-fiction (15 minutes)

Display OHT 2.1 and explain that there are many types of non-fiction. This OHT displays the main categories.

OHT 2.1

Main categories of non-fiction

- Instructions
- Recount
- Explanation
- Information
- Persuasion
- Discursive writing
- Analysis
- Evaluation

Explain each category, giving an oral example of each type.

Examples to use:

- instructions – *recipes, giving directions*
- recount – *science experiment write-up, match commentary*
- explanation – *the rain cycle, how erosion occurs*
- information – *food in Roman Britain, the properties of mercury*
- persuasion – *advertisement, manifesto*
- discursive writing – *'discuss' essays, magazine article*
- analysis – *literary criticism, analytical essay*

- evaluation – *critical review, reflection on outcomes.*

Ask colleagues to reflect for a moment if their subject makes particular demands on pupils to write in one or more of these categories, and to give examples.

Now move on to explain that each of the categories has its own conventions at word, sentence and whole-text level. Use OHT 2.2 to explain the nature of these conventions, using examples. See the notes below.

OHT 2.2

Conventions

Purpose

- What is its purpose?
- Who is it for?
- How will it be used?
- What kind of writing is therefore appropriate?

Text level

- Layout
- Structure/organisation
- Sequence

Sentence level

- Viewpoint (first person, third person, etc)
- Prevailing tense
- Active/passive voice
- Typical sentence structure and length
- Typical cohesion devices

Word level

- Stock words and phrases
- Specialised or typical vocabulary
- Elaborate/plain vocabulary choices

Avoid reading out the list provided: it will make for a rather dull session. Get the participants to do the thinking work. Provide the examples below and try to get them to articulate the conventions.

Text level

Use as an example *recipes*. Invite participants to articulate the conventions of layout, sequence and organisation in a recipe:

- title
- list of ingredients (*Listed* – many pupils write them horizontally because they are not familiar with the convention. There is some fun in trying to work out the convention for ordering ingredients.)
- step-by-step numbered instructions
- serving suggestion.

Sentence level

Use as an example *directions for getting to a place*:

- voice – implied 'you'
- prevailing tense – present
- active/passive voice – active, directing

- typical sentence structure and length – short and simple, to aid memorisation
- typical cohesion devices – *first, then, next, after the turning* (let them suggest phrases)
- use of prepositional phrases to illustrate the route – eg the garage *on the corner*, the road *opposite the church*.

Word level

Use as an example *the front page story of a tabloid newspaper:*

- stock words and phrases – *big, shock, blow, kill, hate*
- specialised or typical vocabulary – tends to emotive and short choices, favours alliteration and word play
- elaborate/plain vocabulary choices – simple words, easy to read, commonplace vocabulary.

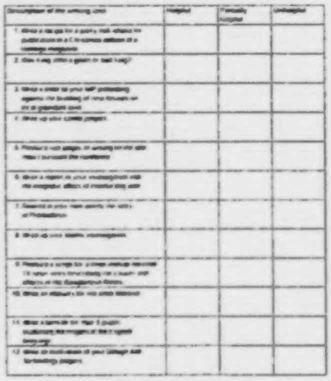
All three of these examples use conventions which are easy to explain. They serve their purpose well, and they are tailored to the needs of their audiences. Recipes are plain, orderly and functional because of the way they are used to provide guidance on the spot. Directions are constructed to be memorable. Tabloid front page articles are designed to make a quick appeal to the customer.

The main point to make is that all writing relates to sets of conventions, and pupils need to be taught what they are. The purpose of this session is to propose a teaching sequence which teachers can apply in their own subject when they introduce a new and particular type of writing.

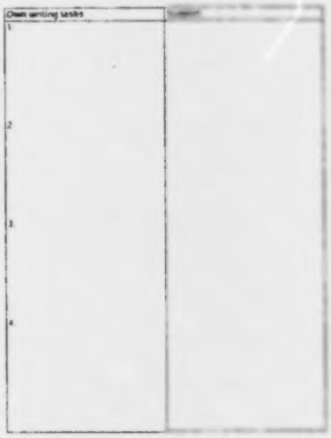
2.2 Creating a context for writing (15 minutes)

Explain that the explicit teaching of the writing conventions is one key feature of classrooms which support writing. The next activity will focus on other important features. Organise the participants into pairs and provide them with *Handout 2.1* and *Handout 2.2*. Explain that the writing tasks on *Handout 2.1* have all been set for Key Stage 3 students. Ask them to consider the degree to which the description of the writing task is likely to support the writer. Following this discussion ask them to use *Handout 2.2* to produce writing tasks for pupils in their own subject areas and to describe the support that would be needed to complete those tasks successfully.

Handout 2.1



Handout 2.2



Own writing tasks

1

2

3

4

Having completed the activity, invite feedback. Use OHT 2.3 to support the discussion.

OHT 2.3

A favourable context for writing:

1. Establishes both the purpose and the audience of the writing.
2. Ensures that writers have something to say.
3. Gives writers opportunities to develop, sharpen and revise ideas.
4. Encourages collaboration during planning, drafting and proof-reading.
5. Gives pupils access to references materials to support writing – eg word banks, dictionaries, thesauruses, etc.
6. Provides feedback both during and after writing of writing strengths and of ways to improve weaknesses.

Use these points to support feedback:

- Tasks 1, 3, 9 and 11 helpfully identify the form, purpose and audience of the writing task. By making these elements of the task explicit, pupils can make informed decisions regarding the language and organisational features of their writing.
- Tasks 2, 6, 10 and 12 give some support for the writer. The title of Task 2 implies that a discussion is required but could be more helpful if this was made explicit, rather than left to the pupil to work out. Tasks 6 and 10 helpfully identify the purpose and form of the piece. The pupil is likely to assume that the teacher is the audience in the absence of a stated alternative. Task 10 identifies the form of the piece in the use of the term 'obituary': pupils' understanding of the purpose of this text type will be dependent upon the support provided by the teacher, possibly through the teaching sequence explored later in this unit.
- Tasks 4 and 8 are unhelpful. There is no guidance in the task description regarding purpose, form or audience.

Continue with the remaining three points:

- Explain that most writers write in the expectation that what they write will have an effect upon someone else. This gives their writing purpose and aids motivation. Therefore, writers need to have a clear idea of both their audience and their purpose for writing before they start. If they are to develop as writers they will also need to know why it has, or has not, had the desired effect.
- Pupils need the time and space to experience sustained writing as a process. They need opportunities to develop their writing through the four stages of brainstorming, drafting, revising and publishing.
- Talk is central to the support of writing. Ideas can be generated collaboratively and peers can comment critically upon the communication and development of ideas and upon the accuracy of spelling, grammar and expression.

2.3 Writing non-fiction (30 minutes)

The main point of the next session is to provide examples of a supportive context for writing and to propose a teaching sequence which teachers can apply in their own subject when they introduce a new and particular type of writing.

Distribute *Handout 2.3* and explain that the video is going to illustrate this sequence for introducing new kinds of written text.

Handout 2.3

A sequence for teaching writing

1. Establish clear aims.
2. Provide example(s).
3. Explore the features of the text.
4. Define the conventions.
5. Demonstrate how it is written.
6. Compose together.
7. Scaffold the first attempts.
8. Independent writing.
9. Draw out key learning.

Show the video extract *Writing non-fiction*. Fiona Smyth is teaching history to a Year 7 group at Robert Clack School, Dagenham. The video draws out the teaching sequence. After it finishes, allow participants an opportunity to comment on the strategies used and on the other features which made the lesson a supportive context for writing. Participants may have other strategies and features to add from their own experience. Examples of annotations made by pupils during Fiona Smyth's history lesson and copies of the essays submitted the next day are included at the end of this module as *Handout 2.7*. Choose one example to illustrate how the teaching points have been applied by pupils.

Distribute *Handout 2.4*, and *Handout 2.5* which is a blank for departments to use when they plan their own typical text types.

Handout 2.4

Conventions of the main text types with annotated examples

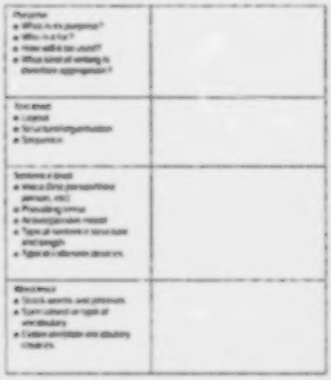
See the full-size version of this set of handouts at the end of this module.

Explain that this list is not a rigid framework and that in practice texts are often hybrids of different genres. The idea of text types, however, is a convenient and useful way of grouping and understanding the features of texts and how they work. Further exemplification is provided with a set of annotated examples for discussion and reference (*Handout 2.4*). Choose the Analysis text type (*Handout 2.4 p. 7*) and highlight some of the key features presented in the video, eg using quotes to support points or connectives. Use the annotated example (*Handout 2.4 p. 16*) to illustrate how the features work in the exemplar text (which was the actual text used in the lesson).

Indicate how the other text types link with the annotated examples, for future use and reference.

Handout 2.5

Analysing text types: blank

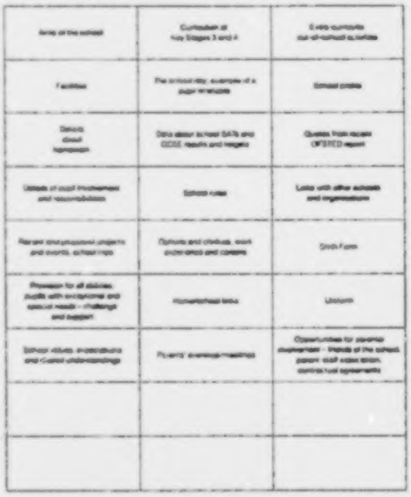


2.4 Organising writing (15 minutes)

Organise participants into groups of about six, and give each group an envelope containing a series of points in note form, prepared from *Handout 2.6*. Explain that the points on the cards are for inclusion in a leaflet introducing the school to prospective parents and pupils.

Handout 2.6

To be cut up and placed in envelopes along with a few blanks.



Set the task using OHT 2.4, showing the first three points and leaving the rest covered:

OHT 2.4

Task

1. Identify five key points and arrange them in a line along the top of a table. Arrange the remaining points under the appropriate key points.
2. Try to define the purpose of each supporting point – eg to exemplify, to give more detail, to emphasise.
3. Use the blank cards to add an extra or replacement point to each column.
4. Sequence the groups of cards into a logical and coherent structure.
5. Write the opening paragraph and at least one other paragraph.

Pause after the first three points have been covered, and point out that by reading across the top line of key points, they have already constructed notes for a possible introductory paragraph. By reading down each line of points they have a series of paragraphs amplifying their opening statement.

Now reveal points 4 and 5 and allow 5–10 minutes for the writing task.

Afterwards, invite participants to reflect on what this activity tells them about the writing process. Draw out the following:

- It helps to *see* the outline structure and how ideas can be grouped together before beginning writing.
- Some information can be grouped under more than one heading and invites discussion and negotiation.
- Pupils can be asked to determine their own key and supporting points.

- By giving the points in note form pupils are encouraged to draft their writing in their own words rather than simply copying.

Finally, invite participants to suggest other ways of generating, sorting and then sequencing ideas for writing. Ask participants how they do this for themselves. Responses might include the use of star charts, spider diagrams, flow charts, for/against columns and Venn diagrams. Teachers might at first fill in the ideas and help pupils to organise them. Later, they can provide some points and ask pupils to complete the rest. In due course, pupils will choose their own suitable format and generate all their ideas independently. In general, pupils should move quickly away from the scaffolds of ready-made structures and become confident in generating their own ways of planning and organising their writing.

Finish with OHT 2.5.

OHT 2.5

Ready for more?

- Identify the main types of writing expected from pupils in your subject, and define the conventions for each one.
- Compile a portfolio of successful annotated work in the subjects, so that pupils can see and understand what is required.
- Use the strategies mentioned in the teaching sequence when you introduce pupils to new kinds of writing.
- Identify a writing assignment in the near future for which you will teach the process of generating and organising ideas – eg using a 'mind map' or a card sorting activity.

We would like to thank Robert Clack School, Barking and Dagenham, for the pupil work in Handout 2.7.

'Make a kite!', 'Furious Pace in Hockey Finals', 'How are sedimentary rocks formed', and 'Snakes' are all adapted from *Exploring How Texts Work* by Beverly Derewianka (Primary English Teachers' Association, Sydney, Australia) and are reproduced here by kind permission of PETA.

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Main categories of non-fiction

OHT 2.1

- Instructions
- Recount
- Explanation
- Information
- Persuasion
- Discursive writing
- Analysis
- Evaluation

Raising Standards
Standards and Effectiveness Unit

Conventions

OHT 2.2

Purpose

- What is its purpose?
- Who is it for?
- How will it be used?
- What kind of writing is therefore appropriate?

Text level

- Layout
- Structure/organisation
- Sequence

Sentence level

- Viewpoint (first person, third person, etc)
- Prevailing tense
- Active/passive voice
- Typical sentence structure and length
- Typical cohesion devices

Word level

- Stock words and phrases
- Specialised or typical vocabulary
- Elaborate/plain vocabulary choices

A favourable context for writing:

OHT 2.3

1. Establishes both the purpose and the audience of the writing.
2. Ensures that writers have something to say.
3. Gives writers opportunities to develop, sharpen and revise ideas.
4. Encourages collaboration during planning, drafting and proof-reading.
5. Gives pupils access to references materials to support writing – eg word banks, dictionaries, thesauruses, etc.
6. Provides feedback both during and after writing of writing strengths and of ways to improve weaknesses.

Task

OHT 2.4

1 Identify five key points and arrange them in a line along the top of a table. Arrange the remaining points under the appropriate key points.

2 Try to define the purpose of each supporting point – eg to exemplify, to give more detail, to emphasise.

3 Use the blank cards to add an extra or replacement point to each column.

4 Sequence the groups of cards into a logical and coherent structure.

5 Write the opening paragraph and at least one other paragraph.

Ready for more?

OHT 2.5

- Identify the main types of writing expected from pupils in your subject, and define the conventions for each one.
- Compile a portfolio of successful annotated work in the subjects, so that pupils can see and understand what is required.
- Use the strategies mentioned in the teaching sequence when you introduce pupils to new kinds of writing.
- Identify a writing assignment in the near future for which you will teach the process of generating and organising ideas – eg using a 'mind map' or a card sorting activity.

Description of the writing task	Helpful	Partially helpful	Unhelpful
1. Write a recipe for a party milk-shake for publication in a Christmas edition of a teenage magazine.			
2. Was King John a good or bad king?			
3. Write a letter to your MP protesting against the building of new houses on local greenbelt land.			
4. Write up your castle project.			
5. Produce two pages of writing on the title *How I survived the rainforest*.			
6. Write a report of your investigation into the magnetic effect of conducting wire.			
7. Rewrite in your own words the story of Prometheus.			
8. Write up your Maths investigation.			
9. Produce a script for a three-minute national TV news story describing the causes and effects of the Bangladesh floods.			
10. Write an obituary for the artist Matisse.			
11. Write a booklet for Year 5 pupils explaining the origins of the English language.			
12. Write an evaluation of your Design and Technology project.			

Handout 2.2

Own writing tasks	Support
1.	
2.	
3.	
4.	

A sequence for teaching writing

Handout 2.3

1. Establish clear aims.
2. Provide example(s).
3. Explore the features of the text.
4. Define the conventions.
5. Demonstrate how it is written.
6. Compose together.
7. Scaffold the first attempts.
8. Independent writing.
9. Draw out key learning.

Conventions of the main text types with annotated examples

Handout 2.4
1 of 17

Analysing text types: Instructions	
Purpose ■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate?	■ To describe how something is done, in a series of sequenced steps ■ Will enable someone who knows nothing about subject in hand to complete task successfully ■ Level of technical vocabulary will be dictated by age/experience of intended audience ■ Clear, direct writing, not open to inference
Text level ■ Layout ■ Structure/ organisation ■ Sequence	■ Title indicates *How to…* ■ Layout designed to make text appealing/easy to read, including large fonts, short sentences ■ Often contains step-by-step diagrams/illustrations to clarify or even replace text ■ May include diagram/illustration of completed item ■ Clear sequence indicated by bullet points/numbers/ letters ■ Written in chronological order ■ Statement of what is to be achieved, followed by list of equipment needed, followed by sequenced steps, followed by final statement indicating achievement of goal ■ Encouraging remarks – eg *Four easy steps to…, Have you ever wanted to…?* ■ List of equipment provided/required to complete task ■ Annotations relate to equipment – eg *the large screws (A in diagram 1)*
Sentence level ■ Viewpoint (first/third person, etc) ■ Prevailing tense ■ Active/passive voice ■ Typical sentence structure and length ■ Typical cohesion devices	■ Written in imperative – eg *Take the large spanner…* ■ Present tense ■ Active voice; passive used when identity of agent is not relevant – eg *When the glue is applied…* ■ Will include sentences containing *you* – eg *If you find any parts are missing…* ■ Short sentences, each covering one instruction ■ Connectives relate to chronology, eg *Next…, Then…, When the glue is set…* ■ Punctuation limited to full stops and commas
Word level ■ Stock words and phrases ■ Specialised or typical vocabulary ■ Elaborate/plain vocabulary choices	■ Level of technical vocabulary will be dictated by age/experience of intended audience ■ Plain vocabulary to ensure clarity ■ Nouns and verbs predominate ■ Very little use of imagery/adjectives/adverbs

Analysing text types: Recount (chronological report)

Purpose ■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate? ■ Chronological sequence provided – eg scene setting, events, closing statement	● Retells an event/series of events, usually in chronological order ● Audience often defined by age – eg writing for peers, for younger pupils, for parents ● Sometimes used by teachers as check on understanding – eg *Describe the events leading up to the Norman Invasion of 1066*, or *Retell the events in this chapter from another character's viewpoint* ● Used as entertainment, in fiction/insight into human motivation, in (auto)biography and history ● Sequential/chronology provides order ● Fiction/diary/(auto)biography/history ● Newspaper articles are sometimes recounts, often beginning with the sensational aspect plucked out of sequence and placed first, then returning to chronology
Text level ■ Layout ■ Structure/organisation ■ Sequence	● Paragraphs used for effect, and to mark change of focus/time/place ● Wide variety of links between paragraphs ● Starts at beginning/finishes at end of series of events
Sentence level ■ Viewpoint (first/third person, etc) ■ Prevailing tense ■ Active/passive voice ■ Typical sentence structure and length ■ Typical cohesion devices	● First person in autobiography, sometimes in fiction; otherwise third person ● Past tense ● Active voice ● Variety of sentence structure to create different effects – eg sequence of long sentences followed by short sentence ● Connectives related to time – eg *later, meanwhile, twenty years on*; or to cause – eg *because, since*; or to contrast – eg *although, however, nevertheless* ● Sophisticated use of punctuation for effect – eg colons, semi-colons, dashes, brackets ● Dialogue used to forward plot/indicate character, in fiction and (auto)biography
Word level ■ Stock words and phrases ■ Specialised or typical vocabulary ■ Elaborate/plain vocabulary choices	● Painting a picture with words will involve the use of adjectives/adverbs/powerful verbs ● Seeks to answer questions – eg *when, where, who, what, why?* ● Uses specific dates/times/names of people/places ● Vocabulary of thoughts/feelings/description ● Recurrence of words for poetic effect ● Use of imagery/simile/metaphor

Analysing text types: Explanation

Purpose • What is its purpose? • Who is it for? • How will it be used? • What kind of writing is therefore appropriate?	• To explain the processes involved in natural/social phenomena • To explain how something works • Often forms the basis of essay type questions – eg *How are sedimentary rocks formed?, How is nuclear energy generated?* • Emphasis on clarity and directness rather than inference
Text level • Layout • Structure/organisation • Sequence	• Title indicates *How*… or *Why*… • Layout designed to make text appealing/easy to read • Often contains diagrams/illustrations to clarify or even replace text • General statement introduces topic – eg *Sedimentary rocks are formed by the compression of layers of particles*… • A series of steps explains why something occurred – eg *Perhaps the most important reason was*… • Steps continue until the explanation is complete • May end with a summary statement • Clear sequence may be indicated by bullet points/numbers/letters
Sentence level • Viewpoint (first/third person, etc) • Prevailing tense • Active/passive voice • Typical sentence structure and length • Typical cohesion devices	• Third person • Present tense for phenomena still in existence; past tense for past events • Mostly active voice; passive used when identity of agent is not relevant – eg *The number of sweets was divided by the number of sweet-eaters*… • Sentences contain connectives which indicate sequence – eg *next, gradually*; cause and effect – eg *because, so*; comparison – eg *although, in contrast* • Paragraph openings mark sequence of events/express cause and effect/contrast and comparison/elaboration – eg *next, gradually, meanwhile, therefore, similarly, on the other hand, in other words*
Word level • Stock words and phrases • Specialised or typical vocabulary • Elaborate/plain vocabulary choices	• Glossary may be needed for specialist terminology • Impersonal language – ie neither reader nor writer directly involved • Level of technical vocabulary will be dictated by age/experience of intended audience • Plain vocabulary to ensure clarity • Nouns and verbs predominate • Very little use of imagery/adjectives/adverbs

Analysing text types: Information text (non-chronological report)

Purpose ■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate?	■ To describe the way things are ■ Addressed to the reader who wants to know more on a given subject ■ Audience sometimes defined by interest rather than by age ■ Used as a source of information/reference ■ Clear/factual/impersonal
Text level ■ Layout ■ Structure/organisation ■ Sequence	■ Headings/subheadings to classify/categorise information ■ Tables/diagrams/illustrations add information/draw in reader/break up text/replace text ■ Different fonts/sizes attract reader's attention ■ Information broken up into sections/boxes on page, allowing reader to browse in random order ■ Opening general statements – eg *Penguins are birds* ■ Following statements in categories – eg location, habitat, breeding habits, etc ■ Opening statement explains clearly the intent and scope of text ■ May include index/glossary/notes/references/table of contents
Sentence level ■ Viewpoint (first/third person, etc) ■ Prevailing tense ■ Active/passive voice ■ Typical sentence structure and length ■ Typical cohesion devices	■ Third person generic – ie *penguins*, not *Percy the Penguin* ■ Present tense describes how things are ■ Active voice alternates with passive – eg *the young are reared*, to avoid writing *they* all the time ■ Length of sentence dictated by need to be clear; tendency towards simple and compound sentences to achieve clarity and conciseness ■ Connectives emphasise sequence/cause and effect/comparison – eg *then, and so, similarly* ■ Questions used to interest reader – eg *Penguins: Are they a Pest?* ■ Cohesion achieved through sub-headings ■ Paragraphs mark sequence/express connections between pieces of information – eg *Secondly…, Thus we can see that…, That being so,…*
Word level ■ Stock words and phrases ■ Specialised or typical vocabulary ■ Elaborate/plain vocabulary choices	■ Vocabulary of precision – eg facts and figures/Latin names/etc ■ Technical terms related to subject matter – eg *habitat, mating season* ■ Little use of imagery/inference ■ Impersonal language ■ Nouns and verbs predominate

Analysing text types: Persuasion

Purpose ▪ What is its purpose? ▪ Who is it for? ▪ How will it be used? ▪ What kind of writing is therefore appropriate?	▪ To argue the case for a point of view ▪ To make people do something/buy something ▪ Forms of writing which purport to be pure information often include persuasive writing – eg leaflets, some travel writing, TV programme information, biased newspaper articles ▪ Writing will draw reader into writer's assumptions/prejudices ▪ Writing will work on reader's feelings through use of rhetoric and value judgements
Text level ▪ Layout ▪ Structure/organisation ▪ Sequence	▪ Illustrations sometimes used for emotive effect – eg flashy car to engender envy, photograph of child to tug at heartstrings ▪ Illustrations sometimes predominate ▪ Use of different sizes of print and fonts for impact ▪ Formal persuasion text has thesis – opening statement, arguments – often in the form of point plus elaboration, then reiteration – summary and conclusion ▪ Humour gets reader on writer's side – eg *Go to work on an egg*
Sentence level ▪ Viewpoint (first/third person, etc) ▪ Prevailing tense ▪ Active/passive voice ▪ Typical sentence structure and length ▪ Typical cohesion devices	▪ Third person in formal persuasion text; often second person/imperative in advertising ▪ Active voice predominates; passive used when identity of agent is not relevant – eg *It can clearly be stated that…* ▪ Short sentences used for emphasis after series of longer, complex sentences – eg *Let's look at the facts* ▪ Connectives in formal text are related to logic – eg *this shows, because, therefore, in fact* ▪ In formal text, counter-arguments are set up to be demolished – eg *Some people may imagine that…* ▪ Parts of sentence often missing in advertising – eg *Because I'm worth it* ▪ Punctuation/capitalisation often unorthodox or missing in advertising
Word level ▪ Stock words and phrases ▪ Specialised or typical vocabulary ▪ Elaborate/plain vocabulary choices	▪ Value judgement words seek to influence reader, eg *obviously, vital, vandal, security forces, terrorists* ▪ Adjectives/adverbs used for emotive/rhetorical effect ▪ In advertising, wordplay/rhythm/alliteration – eg *Buy British* ▪ Unorthodox spelling – eg *Kwiksave* ▪ Invented words – eg *Rentokil, docusoap*

Analysing text types: Discursive writing

Purpose ■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate?	■ To present arguments and information from differing points of view ■ To balance argument and counter-argument as fairly as possible, and to come to a reasoned conclusion ■ Commonly used for the discussion of moral/ethical issues – eg *What issues are raised by genetic engineering?* ■ Impersonal writing, which attempts to 'stay on the fence' until the conclusion
Text level ■ Layout ■ Structure/organisation ■ Sequence	■ Title may be a question – eg *Should human cloning be legalised?* ■ Statement of the issue, perhaps followed by preview of main arguments on each side; then arguments for, including supporting evidence; then arguments against, including supporting evidence; finally, a conclusion, which comes down on one side of the argument, including clinching evidence ■ Alternatively, the text could proceed through argument and counter-argument, through a series of points
Sentence level ■ Viewpoint (first/third person, etc) ■ Prevailing tense ■ Active/passive voice ■ Typical sentence structure and length ■ Typical cohesion devices	■ Third person/perhaps first person in conclusion ■ Present tense ■ Mostly active voice; passive used when identity of agent is not relevant – eg *It has been argued that…* ■ Connectives relate to logic – eg *as a result, alternatively, however, for example* ■ Rhetorical questions may appear – eg *What can be said to those who argue that…? But is it right that…?* ■ Phrases which introduce evidence – eg *This view is supported by the fact that… As evidence of this, we can see that…* ■ Paragraphs linked by phrases which aid argument and counter-argument – eg *There are those who argue that… But, some may say,… From these arguments it is clear that…* ■ Conclusion may be introduced by phrases such as *In conclusion… Weighing up all these arguments, I… What conclusion can be drawn from…?*
Word level ■ Stock words and phrases ■ Specialised or typical vocabulary ■ Elaborate/plain vocabulary choices	■ Adjectives and adverbs will be used, since value judgements are likely to be involved ■ Language of logic mixed with language of rhetoric – eg *Therefore, it is obvious to all…*

Analysing text types: Analysis, including essay writing	
Purpose ■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate?	■ To analyse a topic/question or to present a reasoned response to a text/series of texts/other media products ■ In schools, used as means of assessing pupil knowledge/understanding of the topic/texts/media products ■ Often in essay form: broad topic, to be addressed through attention to detail – eg *What were the reasons for the development of the cotton industry in Lancashire?*
Text level ■ Layout ■ Structure/ organisation ■ Sequence	■ Title often invites debate – eg *How can one justify the continuing cost of space exploration?* ■ Statement of the issue, followed by preview of the main points to be made in text, followed by each point in turn, followed by summary/conclusion ■ Writing takes into account the degree to which the reader is familiar with the subject – eg does not retell the plot of a novel ■ Using quotes to support points
Sentence level ■ Viewpoint (first/third person, etc.) ■ Prevailing tense ■ Active/passive voice ■ Typical sentence structure and length ■ Typical cohesion devices	■ Third person; perhaps first person when giving summary of views, or when asked in title for personal response ■ Present/past tense depending on the focus ■ Active voice more common; passive used when identity of agent is not relevant or need not be repeated – eg *Sherlock Holmes is portrayed as… The castles were strongly fortified…* ■ Connectives often used for contrast/comparison in areas of debate – eg *whereas, though, while, unless, however, on the other hand, similarly, equally, also* ■ Connectives used to establish cause and effect – eg *because, since, therefore, so, as a result* ■ Connectives used to indicate the use of evidence – eg *as in…, I know this because…, this shows that…*
Word level ■ Stock words and phrases ■ Specialised or typical vocabulary ■ Elaborate/plain vocabulary choices	■ Critical vocabulary related to subject under review – eg in literature: *personification, alliteration…*; in art: *texture, chiaroscuro…* ■ Vocabulary associated with value judgements – eg *convincing, amusing*

Analysing text types: Evaluation, including self-evaluation	
Purpose ■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate?	■ To record the strengths and weaknesses of a performance/product ■ Part of the plan-do-review cycle, which might have an effect on future task setting/performance/ target setting ■ Often used as part of assessment process, linked to objective based teaching – ie did you meet your objectives for this particular piece of work? ■ Sometimes more long term – eg evaluation of performance over module of work/term
Text level ■ Layout ■ Structure/ organisation ■ Sequence	■ Title contains value judgement – eg *How well did your construction work? How well are you progressing in this subject?* ■ Sometimes in list form, including strengths and weaknesses, followed by a summary, followed by targets for the future ■ Bullet points, numbered or lettered items ■ Subheadings used to focus attention of writer – eg *How much did the materials cost? How long did it take you to make it? How successful was the testing period?*
Sentence level ■ Viewpoint (first/third person, etc) ■ Prevailing tense ■ Active/passive voice ■ Typical sentence structure and length ■ Typical cohesion devices	■ First person; singular for individual evaluation; plural for group evaluation ■ Past tense to reflect on performance; present to reflect on personal/group characteristics; future for target-setting ■ Active voice ■ Connectives used to balance strengths and weaknesses – eg *although, however, still, on the other hand* ■ Connectives used to indicate the use of evidence – eg *as in…, I know this because…, this shows that…* ■ Connectives used to establish cause and effect – eg *because, since, therefore, so, as a result* ■ Avoidance of meaningless evaluations and targets – eg *It didn't work very well; I will try harder with my spelling*
Word level ■ Stock words and phrases ■ Specialised or typical vocabulary ■ Elaborate/plain vocabulary choices	■ Technical vocabulary related to subject under review – eg in English, the spelling of unstressed vowels in polysyllabic words; in maths, the solving of simple quadratic equations ■ Vocabulary of comment – eg *We all felt that…, Some people in the group thought that…* ■ Vocabulary of constructive criticism – eg *John's suggestions, though inventive, were not generally accepted…, Perhaps at this point, I could have…*

Analysing text types: Instructions

Handout 2.4
9 of 17

Make a kite!

Things you need

3 pieces of cane (2 x 60 cm; 1 x 80 cm)
thread
large sheet of strong paper (eg tissue)
soft pencil
scissors
paint and paintbrush
glue
strong string

What to do

The Frame

1. Dampen cane to make flexible.
2. Carefully bend cane to desired shape, then tie securely with thread (see diagram).

The Covering

3. Lay frame on sheet of paper.
4. Trace around frame with pencil.
5. Cut covering approx. 1 cm larger than outline.
6. Paint bird on covering (eg owl).
7. When the paint is dry, place frame on unpainted side. Now fold edges of the covering over the frame carefully, and glue them down.

The Bridle

8. Cut 3 pieces of string, each 20 cm long.
9. Secure one end of each string tightly to frame at the shoulders and tail of the bird.
10. Then tie the other ends in a knot.

'Make a kite!' is adapted from *Exploring How Texts Work* by Beverly Derewianka (Primary English Teachers' Association, Sydney, Australia) and is reproduced here by kind permission of PETA.

Title indicates *how to….*

Materials/list of equipment needed

Clear sequence indicated by bullet points/ numbers/letters Written in chronological order

Often contains step-by-step diagrams/ illustrations

Plain vocabulary to ensure clarity

Present tense

Active voice, passive used when identity of agent is not relevant – eg *When glue is applied*

Written in the imperative – eg lay, trace, cut

Short sentences, each one covering one instruction

Connectives relate to chronology – eg *next, then, when the paint is dry*

Raising Standards
Standards and Effectiveness Unit

Analysing text types: Recount 1 (chronological report)

Orientation: when? who? what? where?

Paragraphs used for effect and to mark a change of focus/time/place

Events organised in chronological order

Vocabulary of description

Painting a picture with words will involve the use of adjectives/ adverbs/powerful verbs

Furious Pace in Hockey Finals

Spectators were treated to a feast of fast hockey on the weekend when the South Coast Women's Hockey Association staged four grand finals at Kiama.

The highlight of the day was the Division One grand final between Gerringong and minor premiers Warilla which was a hard, fast game, with the speed of the young Gerringong team proving the difference on the day.

Warilla stormed the Gerringong circle from the start of the game. However the Gerringong defence held out and then took the attack to Warilla's 25 yard line through speedy centre forward Jenny Miller.

After a period of midfield play Warilla's right inner Mandy Smith broke away but again, met solid Gerringong defence.

Gerringong continued to move the ball quickly and just five minutes before half-time, Gerringong's left wing Michelle Cooper finally latched on to the ball and put it between the posts after having narrowly missed connecting with a shot several minutes earlier.

Lake Times, 20 September 1989

'Furious Pace in Hockey Finals' is adapted from *Exploring How Texts Work* by Beverly Derewianka (Primary English Teachers' Association, Sydney, Australia) and is reproduced here by kind permission of PETA.

Use of third person

Past tense

Active voice

Variety of sentence structures to create different effects – eg *sequence of long sentences followed by short sentences*

Connectives related to time – eg *later, after,* or to contrast – eg *although, however*

Sophisticated use of punctuation used for effect – eg *colons, semi colons, dashes, brackets*

Uses specific dates/times/ names of people/ places

Analysing text types: Recount 2 (chronological report)

Handout 2.4
11 of 17

But here again, I can remember very little about the two years I attended Llandaff Cathedral School, between the age of seven and nine. Only two moments remain clearly in my mind. The first lasted not more than five seconds but I will never forget it.

It was my first term and I was walking home alone across the village green after school when suddenly one of the senior twelve-year-old boys came riding full speed down the road on his bicycle about twenty yards away from me. The road was on a hill and the boy was going down the slope, and as he flashed by he started backpedalling very quickly so that the free wheeling mechanism of his bike made a loud whirring sound. At the same time, he took his hands off the handlebars and folded them casually across his chest. I stopped dead and stared after him. How wonderful he was! How swift and brave and graceful in his long trousers with bicycle clips around them and his scarlet school cap at a jaunty angle on his head! One day, I told myself, one glorious day I will have a bike like that and I will wear long trousers with bicycle clips and my school cap will sit jaunty on my head and I will go whizzing down the hill pedalling backwards with no hands on the handlebars.

I promise you that if somebody had caught me by the shoulder at that moment and said to me, 'What is your greatest wish in life, little boy? What is your absolute ambition? To be a doctor? A fine musician? A painter? A writer? Or the Lord Chancellor? I would have answered without hesitation that my only ambition, my hope, my longing was to have a bike like that and go whizzing down the hill with no hands on the handlebars. It would be fabulous. It made me tremble just to think about it.

Extract from *Boy* by Roald Dahl is reproduced by kind permission of the publishers Jonathan Cape and Penguin Books.

Paragraphs used for effect and to mark a change of focus/time/place

Events organised in chronological order

Vocabulary of description

Recurrence of words for poetic effect

Use of imagery/ simile/metaphor

Dialogue used to forward plot/indicate character, in fiction and (auto)biography

Painting a picture with words will involve the use of adjectives/ adverbs/powerful verbs

Past tense

First person in autobiography, sometimes in fiction; otherwise third person

Active voice

Variety of sentence structures to create different effects – eg *sequence of long sentences followed by short sentences*

Connectives related to time – eg *later, after,* or to contrast – eg *although, however,*

Sophisticated use of punctuation used for effect – eg *colons, semicolons, dashes, brackets*

Analysing text types: Explanation

How are sedimentary rocks formed?

Sedimentary rock is formed by the compression of layers of particles into a solid form.

Sediments such as sand and mud settle onto the floors of oceans and lakes. Over a long period of time, several layers of sediments collect on the floor. Gradually these layers are pressed together for many thousands of years, fusing the small solid particles of mud and sand to form rock. This type of rock is called sedimentary rock

'How are sedimentary rocks formed?' is adapted from *Exploring How Texts Work* by Beverly Derewianka (Primary English Teachers' Association, Sydney, Australia) and is reproduced here by kind permission of PETA.

Title indicates *How* or *Why*

Layout generally designed to make text appealing and easy to read

May contain diagrams/ illustrations to clarify or even replace text

Series of steps explains why something occurred; steps continue until the explanation is complete

May end with a summary statement

Glossary may be needed for technical terms

Third person

Present tense for phenomena still in existence; past tense for past events

Mostly active voice; passive used when identity of agent is not relevant

Connectives are used which indicate sequence – eg *next, gradually*; cause and effect – eg *because, so*; comparison – eg *although, in contrast*

Impersonal language – ie neither reader nor writer directly involved

Plain vocabulary to ensure clarity

Analysing text types: Information text (non-chronological report)

Handout 2.4
13 of 17

Snakes

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but form a sub-group of their own (Serpentes)

Appearance

Snakes have no legs but a long time ago they had claws to help them slither along.

Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground.

Behaviour

Snakes often sunbake on rocks in the warm weather. This is because they are cold-blooded and they need the sun's warmth to heat their body up.

Most snakes live in the country. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.

Diet

A snake's diet usually consist of frogs, lizards, mice and other snakes. The Anaconda can eat small crocodiles and even wild boar.

'Snakes' is adapted from *Exploring How Texts Work* by Beverly Derewianka (Primary English Teachers' Association, Sydney, Australia) and is reproduced here by kind permission of PETA.

General opening statement

Headings/ subheadings to classify/ categorise information

Impersonal language

Vocabulary of precision – eg facts and figures/ Latin names etc

Third person generic – eg snakes, not Sid the Snake

Present tense describes how things are

Length of sentence dictated by need to be clear; tendency towards simple and compound sentences to achieve clarity and conciseness

Cohesion/ structure/ purpose achieved through sub-headings

Nouns and verbs predominate

Analysing text types: Persuasion

Handout 2.4
14 of 17

Calling all Sleepyheads

Opening statement

Third person in formal persuasion text although second person and imperative may be used

Sleep is important. Nobody fully understands why we need sleep, but scientists think that the body uses the time to recover and to repair damage. When we fall asleep our heart and breathing rates slow down, muscles relax and our senses rest. If this is the case, are you giving your body enough rest?

Arguments often in the form of point plus elaboration and the reiteration

Active mood predominates; passive used when identity of agent is not relevant – eg *it can clearly be stated that*

Lack of sleep means that the body and the brain do not work properly. If you don't go to bed at a reasonable time, you will be sleepy in class and not be able to learn. Tiredness means you may not be able to think clearly, and you may also be a danger to other people. Accidents can happen. You will lack energy, and even playing becomes too much of an effort. Is staying up really worth it?

Summary and conclusion

Connectives are related to logic – eg *this shows that, therefore, because*

There is some truth in the old saying 'Early to bed and early to rise, makes us healthy, wealthy and wise'. Therefore next time you start to argue about what time you should go to bed, remember your body needs a break. Give it a rest.

Value judgement words seek to influence the reader

Adjectives/ adverbs used for emotive/ rhetorical effect

'Calling all Sleepyheads' is taken from *Literacy World Non-Fiction (Core Scheme KS3)*, and is reproduced by kind permission of Heinemann Educational Publishers, a Division of Reed Educational and Professional Publishing Ltd.

Analysing text types: Discursive writing

Title may be a question – eg *Should the logging of forests be allowed to continue?*

Statement of issue

Arguments for – including supporting evidence

Arguments against – including supporting evidence

Conclusion which usually comes down on one side of the argument, including clinching evidence

Adjectives and adverbs will be used, since value judgements are likely to be involved

Alternatively, the text could proceed through argument and counter-argument, through a series of points

Forest Futures

One of the most controversial environmental issues concerns the future of our forests. Debate centres on whether we should preserve the forests in their natural state or whether we should allow them to be logged.

On the one hand, conservationists argue that we need to put a stop to the destruction of this natural resource. In Brazil, for example, the rainforest is disappearing at an alarming rate, depriving native tribes of their habitat and depleting the earth's supply of oxygen.

On the other hand, developers claim that forests are a renewable resource and that human kind has an urgent need of the products provided by the forests such as timber and woodchips. Moreover, the logging industry is a major employer and if logging were stopped, several thousand people would be out of work.

It would seem apparent that while some form of logging is inevitable in the short term, in the longer term we need to develop alternatives to using timber from natural resources.

'Forest Futures' is adapted from *Exploring the Writing of Genres* by Beverly Derewianka, and is reproduced by kind permission of the United Kingdom Reading Association.

Use of third person/possibly first person in the conclusion – eg *After looking at all the evidence I think…*

Present tense

Mostly active voice; passive used when identity of agent is not relevant – eg *It has been argued that …*

Connectives related to logic – eg *as a result, alternatively, however, for example*

Phrases which introduce evidence – eg *as evidence of this…*

Conclusion may be introduced by phrases such as - *In conclusion…. Weighing up all the arguments…*

Language of logic mixed with language of rhetoric

Analysing text types: Analysis, including essay writing

Title invites causal analysis

Why did the Normans win the Battle of Hastings?

Introduction – statement of the issue

The Battle of Hastings took place in 1066 when Edward the Confessor died, leaving no heir. Harold Godwinson took his place, but he had two rivals, Harald Hadraada, the king of Norway, and William, Duke of Normandy. William eventually won, and this piece of writing explores the reasons why.

Topic sentences lead the reader into the paragraph

William was a very determined and ambitious leader. He claimed that Harold had promised to help him to become king, and so, when Harold claimed the throne, he did all he could to conquer England. He left Normandy undefended, and took 3000 ships with horses and soldiers across the English channel. He must have been very determined to do this, as the channel was very dangerous. His bravery is shown again during the battle, when he took off his helmet and said to his soldiers, "Look at me well. I am still alive and, by the grace of God, I shall yet prove victor."

Use of supporting comment/detail

Use of quotes to support points

William also had a strong army, and a good strategy. For example, he put the archers in the front, then infantry, and behind them the men on horse-back. The Anglo-Saxon Chronicle says, "All the English were on foot. The Normans had foot-soldiers, archers and cavalry with horses." This would have been a great advantage. Also he pretended to retreat, and then the English broke the shield wall, so when the Normans turned back, the English were not very well protected. Therefore William chose a good time to invade, before Harold had established his position as king.

Harold's bad luck also helped William to win. Harold Godwinson was fighting Harald Hadraada at Stamford Bridge when William invaded in the south. Harold had to march 300 km, having lost many of his best men in the previous battle. If the wind had not changed just then Harold would have had more men, and he would have had more time to set his army up. There is a picture in the Bayeux Tapestry of Harold being killed with an arrow through his eye. When he died, the English were frightened, and deserted.

Summary/ conclusion

William won the battle for many reasons. It was a mixture of good leadership, planning and luck. If the wind hadn't changed, or if Harald Hadraara hadn't invaded, I think that Harold could have won, and England would be a different place.

'Why did the Normans win the Battle of Hastings?' is taken from a pamphlet entitled 'Analytical and Discursive Writing in History at Key Stage 3', by Christine Counsell (1997), and is reproduced here by kind permission of the author and the publishers, The Historical Association.

Third person; perhaps first person when giving summary of views, or when asked in the title for personal response

Present/past tense depending on the focus – eg present for views, past for events

Active voice more common; passive used when identity of agent is not relevant or need not be repeated – *eg The castles were strongly fortified*

Connectives often used for contrast/ comparison in areas of debate – eg *whereas, though, while, unless, however, equally, also*

Connectives used to establish cause and effect – eg *because, therefore*

Critical vocabulary related to subject under review

Analysing text types: Evaluation, including self-evaluation

Handout 2.4
17 of 17

Electronics and Materials Project
Plastic Badge with Flashing LED

How well did your badge work?

I am very pleased with my badge because the clown face looks good when the nose lights up.

At first I had a problem painting the mould. I now know that when you paint the plastic mould you need to rough up the surface so that the paint sticks to it.

Initially making the circuit was difficult as I cut the copper track too short, however I cut the second piece to the correct length and it worked.

One problem that I found was that the battery tends to run out after about three days. To improve this I need to put a switch on so that it can be turned off when it is not in use.

Switch

The badge needs a push switch to stop you leaving it on.

Title contains value judgement – eg *How well did ...*

First person; singular for individual evaluation

Past tense to reflect on performance; present tense to reflect on personal/ group characteristics; future tense for target setting

Active voice

Connectives used to balance strengths and weaknesses – eg *however*

Vocabulary of comment and constructive criticism – eg *I felt that... Perhaps at this point, I could have...*

Analysing text types: blank

Handout 2.5

Purpose ■ What is its purpose? ■ Who is it for? ■ How will it be used? ■ What kind of writing is therefore appropriate?	
Text level ■ Layout ■ Structure/organisation ■ Sequence	
Sentence level ■ Voice (first person/third person, etc) ■ Prevailing tense ■ Active/passive mood ■ Typical sentence structure and length ■ Typical cohesion devices	
Word level ■ Stock words and phrases ■ Specialised or typical vocabulary ■ Elaborate/plain vocabulary choices	

To be cut up and placed in envelopes along with a few blanks.

Aims of the school	Curriculum at Key Stages 3 and 4	Extra-curricular out-of-school activities
Facilities	The school day; example of a pupil timetable	School profile
Details about homework	Data about school SATs and GCSE results and targets	Quotes from recent OFSTED report
Details of pupil involvement and responsibilities	School rules	Links with other schools and organisations
Recent and proposed projects and events, school trips	Options and choices, work experience and careers	Sixth Form
Provision for all abilities; pupils with exceptional and special needs – challenge and support	Home/school links	Uniform
School values, expectations and shared understandings	Parents' evenings/meetings	Opportunities for parental involvement – friends of the school, parent-staff association, contractual agreements

Why did the Normans win the Battle of Hastings?

The Battle of Hastings took place in 1066 when Edward the Confessor died, leaving no heir. Harold Godwinson took his place, but he had two rivals, Harald Hadraada, the King of Norway, and William, Duke of Normandy. William eventually won, and this piece of writing explores the reasons why.

[illegible] reason [illegible] [illegible]

past tense William was a very determined and ambitious leader. He claimed that Harold had promised to help him become king, and so, when Harold claimed the throne, he did all he could to conquer England. He left Normandy undefended, and took 3000 ships with horses and soldiers across the English channel. He must have been very determined to do this, as the channel was very dangerous. His bravery is shown again during the battle, when he took off his helmet and said to his soldiers, *"Look at me well. I am still alive and, by the grace of God, I shall yet prove victor."*

assertion

quote

past tense William also had a strong army, and a good strategy. For example, he put the archers in the front, then infantry, and behind them the men on horseback. The Anglo-Saxon Chronicle says, *"All the English were on foot. The Normans had foot-soldiers, archers and cavalry with horses."* This would have been a great advantage. Also he pretended to retreat, and then the English broke the shield wall, so when the Normans turned back, the English were not very well protected. Therefore William chose a good time to invade, before Harold had established his position as king.

quote

Past tense Harold's bad luck also helped William to win. Harold Godwinson was fighting Harald Hadraada at Stamford Bridge when William invaded in the south. Harold had to march 300 km, having lost many of his best men in the previous battle. If the wind had not changed just then, Harold would have had more men, and he would have had more time to set his army up. There is a picture in the Bayeux Tapestry of Harold being killed with an arrow through his eye. When he died, the English were frightened, and deserted.

evidence

Past tense reasons William won the battle for many reasons. It was a mixture of good leadership, planning and luck. If the wind hadn't changed, or if Harald Hadraada hadn't invaded, I think that Harold could have won, and England would be a different place.

Why did the Normans win the Battle of Hastings?

The Battle of Hastings took place in 1066 when Edward the Confessor died, leaving no heir. Harold Godwinson took his place, but he had two rivals, Harald Hadraada, the King of Norway, and William, Duke of Normandy. William eventually won, and this piece of writing explores the reasons why.

Good introduction

Past tense

William was a very determined and ambitious leader. He claimed that Harold had promised to help him become king, and so, when Harold claimed the throne, he did all he could to conquer England. He left Normandy undefended, and took 3000 ships with horses and soldiers across the English channel. He must have been very determined to do this, as the channel was very dangerous. His bravery is shown again during the battle, when he took off his helmet and said to his soldiers, *"Look at me well. I am still alive and, by the grace of God, I shall yet prove victor."*

Good volcabulary.

very accurate

Past tense

quote

Good Point.

Past tense.

William also had a strong army, and a good strategy. For example, he put the archers in the front, then infantry, and behind them the men on horseback. The Anglo-Saxon Chronicle says, *"All the English were on foot. The Normans had foot-soldiers, archers and cavalry with horses."* This would have been a great advantage. Also he pretended to retreat, and then the English broke the shield wall, so when the Normans turned back, the English were not very well protected. Therefore William chose a good time to invade, before Harold had established his position as king.

- quote set out.

Harold's bad luck also helped William to win. Harold Godwinson was fighting Harald Hadraada at Stamford Bridge when William invaded in the south. Harold had to march 300 km, having lost many of his best men in the previous battle. If the wind had not changed just then, Harold would have had more men, and he would have had more time to set his army up. There is a picture in the Bayeux Tapestry of Harold being killed with an arrow through his eye. When he died, the English were frightened, and deserted.

Used events to Sho eviden

William won the battle for many reasons. It was a mixture of good leadership, planning and luck. If the wind hadn't changed, or if Harald Hadraada hadn't invaded, I think that Harold could have won, and England would be a different place.

Why was the Roman army So Successful

The Romans army's armour and weapons were of high quality and were thoughtfully designed. Additionally the equipment they handled were made out of strong materials so they could with stand the hardest things. They made them out of Steal and leather. This led to all soilders carrying not one but four pieces of equiptment. Subsequently they were never caught off guard.

Organisation was very important as the Roman army was split into Small section so that it was easier to control. Furthermore the divided section were called legions and Centuries. A legion was really about 5,400 men but Suprisingly the 1st cohort had 600 extra men. Inevitably the Legion which was a big section needed Support staff e.g. Blacksmiths which helped to fix horses shoes, Cooks so they could battle with happy stomachs and Doctors for aid.

Life as a Roman Soilder was easy as they had got 75 denarii and where treated well which made them more likely to work hard. However they had to work hard of fear because every tenth man / Soilder was executed / killed. Sometimes soilders volentered to fight for their country.

The Roman army was Succesful for many reasons. These reasons were they had excellent withstanding weapons and great but important organisation plans e.g when to hit the enemy / target. Therefore with not all the weapons in the world ~~and~~ But [illegible] organisation nothing could have ~~deti~~ defeated the great and brave ROMANS!

Why was the Roman Army so Successful?

The Roman's armour and weapons were of very high quality, they were also very thoughtfully designsed. They were made of very reliable and strong materials such as steel or leather. Every Soldier within this formidable army had 4 peices of equipment including spares, this way, they could never be caught by suprise.

The army ~~sort~~ was organised into different sections to make thes army more successful. for example, the soldiers were divided into legions, then into centuries. The legions had roughly about 600 people in support staff, the support staff was made of ~~Cooks~~ cooks, blacksmiths, doctors, clerks and messangers.

The Roman soldiers were treated very well, this made them happier to work harder during battles and training. They also worked harder because of a sense of fear, the fear was because, if they lost a battle every 10th man would die. They also thought it was better to work than not, they thought this because it was better to work hard and get paid than to sit around month after month and getting bored.

The Romans were very successful for a number of different reasons. It was partly because of their very high sense of discipline during training. This soon ~~got~~ became a habit and they became like it in battle. It was also because of their armour and weapons and their organisation. Overall, these were the reasons that the Romans became very successful.

Why was the Roman army Successful?

The armour and weapons owned by a Roman soldier was made of very high quality and were thoughtfully designed. They were made with strong materials such as leather and steel which gave the soldiers good protection in battle and training. Every soldier had to carry four pieces of equipment with them so they always had weapons. As the soldiers always had weapons with them they could never be caught by surprise.

↕

The Roman army was not one big mass, instea it was split into smaller sections. The sections were split as the following: firstly as legions, then into centuries. The organization of the Roman army was a crucial part of their success. ~~and~~ Not all the members of the legions were always fighting, some were support staff which included cooks and blacksmiths.

The soldiers in the Roman army were treated very well. They were able to put 29 denarii into their savings bank after four months of (being) working. On the other hand, fear probably played an important part of a Roman soldiers life. For example, Suetonius, a Roman in the time of Emperor Augustus, describes one of the punishments of decimation: "If a company broke in battle, Augustus ordered the survivors to draw lots, then he executed every tenth man. The remainder would be fed on barley bread instead of the usual wheat ration. All the Roman soldiers wanted to work hard and felt that if they weren't a soldier life would be a bore.

The Roman army was successful for many reasons. These reasons included all the hard training the Roman soldiers (put into) did. If they hadn't trained as much then they would have been caught by surprise. Also if life wasn't strict for a Roman soldier then the soldiers would have slacked and not have bothered. They would have neglected their duties and not bothered training. These are some of the main reasons why the Roman army was so successful.

14th february 2001

Why was the Roman Army Succesoful

All the Romans armour and weapons were high quality and thoughtfully designed. They were made of strong materials e.g. steel and leather. All soilders carried four pieces of equipment, ~~which ment~~ Therefore they always had the right weapons and were never caught by suprise. All weapons were very important in the Roman Army.

~~Having~~ The Roman Army was split into sections which was important. It ment that it would be easier to control if they had to fight. They were divided into legions, then to centuries. Also the Romans had support staff which ~~cook~~ consisted of cooks, blacksmiths etc. Having support staff meant the soilders and everything else was looked after.

Every Roman soldier was treated well. Being treated well ment that they would work hard. If they didn't work hard and lost a battle it ment that every 10th man would be killed.

Also they were paid well. They recived 75 denarii, most of this went towards weapons food etc. If the soldiers had to pay for their own equipment it was morely likely they would look after it

The Roman army was very successful. It was a mixture of training, tactics and battle plans, & armour and weapons, organisation and the way the soiders were treated. If the army hadn't been ~~so~~ as good as they were history would be very different.

Raising Standards
Standards and Effectiveness Unit

3 Writing style

Aims:

- To introduce staff to some of the principles of sentence structure, so that they can help pupils to express themselves in more sophisticated ways
- To provide some simple ways of helping pupils to improve their style.

Useful for:

- Schools where pupils are willing to write but lack flair
- Staff who were never taught sentence grammar themselves.

Timing

3.1	**Connecting ideas**	20 minutes
3.2	**Constructing complex sentences**	15 minutes
3.3	**Using the passive voice**	20 minutes
3.4	**Looking at pupils' work**	20 minutes
Total		75 minutes

You will need:

- OHTs 3.1–3.12 (some of these could be covered orally, at the presenter's discretion)
- Handouts 3.1–3.4
- A small display of grammar books, as participants are likely to ask for recommendations. Most staff would find David Crystal's paperback *Rediscover Grammar* (Longman, 1996, ISBN 0-582-00258-3) accessible and undaunting. More detailed is Shirley Russells' *Grammar, Style and Structure* (OUP, 1993, ISBN 0-19-831179-6). It's an A-level textbook but don't let that put you off. It's readable and includes 'have-a-go' activities. QCA's booklet *Not Whether But How* will be of particular interest to the English department. You could put a copy of each book on the staff bookshelf.

This module links closely with module 2, *Writing non-fiction.*

Use OHT 3.1 to introduce the topic:

We are going to look at three particular aspects of sentence grammar which can help pupils to improve their written expression:

> OHT 3.1
> **Sentences and style**
>
> For your consideration:
> 1. Connecting ideas
> 2. Constructing complex sentences
> 3. Using the passive voice

3.1 Connecting ideas (20 minutes)

Explain that pupils need to know:

- how to link ideas to create a coherent whole in different kinds of writing
- how ideas are linked – eg by comparison, by contrast, by order of event, by cause and effect, and so on

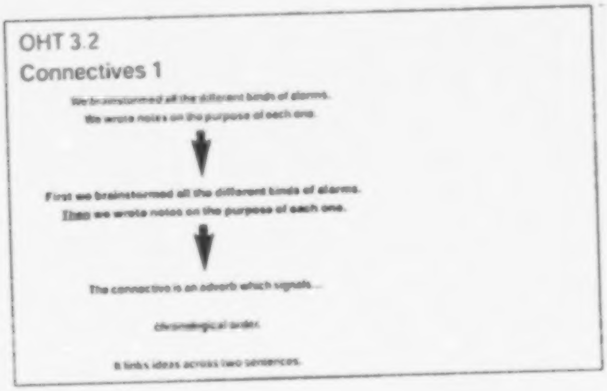
- that connectives enable the writer to create coherent texts and express complex ideas. Helping pupils to improve their writing involves enabling them to use both types of connective effectively.

Explain that there are two types of connectives: conjunctions (eg *because*) and connecting adverbs (eg *therefore*). Conjunctions link ideas within the same sentence; connecting adverbs link ideas which may be in different sentences or paragraphs. This distinction is important because it affects how connectives are used and how sentences are punctuated. Helping pupils to improve their writing involves enabling them to use both types of connective effectively.

Explain that connectives are important tools for communication and thinking in all areas of the curriculum.

Use OHTs 3.2–3.3 to demonstrate how different links show different relationships. Cover the OHTs with a paper and reveal each section as you go.

Explain the example on OHT 3.2 but invite participants to work out the example on OHT 3.3.



OHT 3.2

Connectives 1

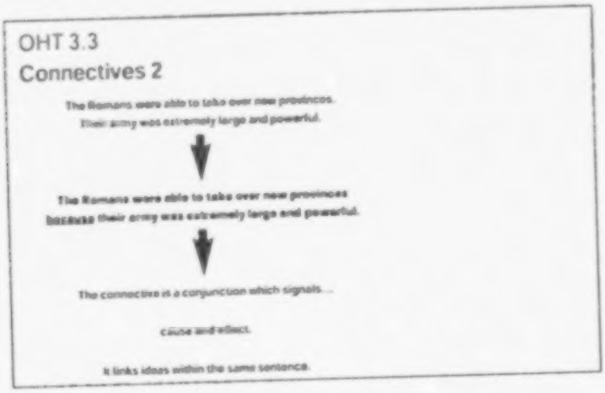
We brainstormed all the different kinds of alarms.
We wrote notes on the purpose of each one.

First we brainstormed all the different kinds of alarms.
__Then__ we wrote notes on the purpose of each one.

The connective is an adverb which signals ...

chronological order.

It links ideas across two sentences.



OHT 3.3

Connectives 2

The Romans were able to take over new provinces.
Their army was extremely large and powerful.

The Romans were able to take over new provinces
__because__ their army was extremely large and powerful.

The connective is a conjunction which signals ...

cause and effect.

It links ideas within the same sentence.

The next activity comes with a health warning! It is not promoted here as an exercise to do with pupils, but as a way of helping participants to reinforce their own awareness of the way in which connectives operate and determine meaning. Stress that both types of connective are included in the list, but the conjunctions are marked with an asterisk. Point out that 'so' can be both.

For this activity, participants should work in pairs. Number the pairs around the room from 1–14 and assign to each group 'their' connective from the following list:

1. next
*2. because
*3. although
4. meanwhile
5. however
6. therefore
7. moreover
*8. but
*9. so
10. accordingly
11. as a result
12. similarly
13. in any case
14. in the event

Use OHT 3.4 or give instructions verbally and allow about a minute for the task.

OHT 3.4

Connectives 3

Obediently, they carried out the task.

1. Continue this statement by using your connective (extending the sentence with a conjunction or adding a second sentence using a connecting adverb).
2. Decide in what way it affects the meaning (eg by comparing, contrasting, contradicting, sequencing, indicating cause and effect, qualifying meaning, etc).
3. Explain the impact this has on meaning and on the reader.

Invite participants to share their new sentences and observations in a short feedback session. Make the point that extending a sentence can add detail, depth, nuance and new significance which is missing from two equal statements.

Now show OHT 3.5 and ask participants, in pairs, to join the two sentences in as many different ways as possible.

OHT 3.5

Connectives 4

The headteacher walked away quickly.

The inspector came down the corridor.

Take some examples, then distribute *Handout 3.1*. As before, some join ideas within sentences and some make links across different sentences. They all bridge from one idea to the next.

Handout 3.1

Connectives as signposts

Adding and also as well as moreover too	**Cause and effect** because so therefore thus consequently
Sequencing next then first, second, third, ... finally meanwhile after	**Qualifying** however although unless except if as long as apart from yet
Emphasising above all in particular especially significantly indeed notably	**Illustrating** for example such as for instance as revealed by in the case of
Comparing equally in the same way similarly likewise as with like	**Contrasting** whereas instead of alternatively otherwise unlike on the other hand

If you have time in hand, you could draw out further categories of words that act as signposts between ideas:

Summarising: *on the whole, in short, overall*
Speculative: *it would seem, one could say, one wonders*
Assuring: *naturally, of course, surely.*

Leave up the OHT and ask 'on the spot' which kind of connectives might be worth listing in the classroom to help pupils prepare for:

- a history essay about the causes of a war
- a science answer reviewing the properties of different physical substances
- a report of a field trip for the school magazine
- an account of the benefits of regular exercise for PE.

The group may decide that *Handout 3.1* would be worth introducing to pupils.

3.2 Constructing complex sentences (15 minutes)

Use OHT 3.6 to demonstrate how to change a simple sentence into a complex sentence, and what we mean by subordination. You need to rehearse this in advance so that your explanation is clear.

OHT 3.6

Subordination

1. The headteacher walked away quickly. He was late for a meeting.
2. The headteacher walked away quickly because he was late for a meeting.
3. Because he was late for a meeting, the headteacher walked away quickly.
4. The headteacher, who was late for a meeting, walked away quickly.

Here are some further explanatory notes:

1. Two sentences. Each one is a clause or simple sentence. In other words, each has a subject and a verb.
2. The two sentences have been joined using the word *because*. (This is a conjunction.) However, in the process of connecting the two sentences, one of the clauses has become more important than the other. The main clause in the sentence is *The headteacher walked away quickly* and the subordinate clause is *because he was late for a meeting*. It is subordinate to the first because it only makes sense when it is used with it. It depends on the first for its meaning. This is why the Americans call a subordinate clause a dependent clause, which is a useful way to think of it.
3. The interesting thing about subordinate clauses is that they can be very powerful if you move them around the sentence. Here, for example, the subordinate clause has been moved to the front of the sentence…
4. …and here it has been moved to the middle.

It is well worth pointing out, at this point, the use of commas within sentences. The convention is that if you move a subordinate clause to the front or middle of a sentence, you put commas, acting as 'buffers' between it and the main clause. This small fact of punctuation is very handy. Lots of people have trouble knowing where to put the comma.

The single most powerful thing you can teach a competent but dull writer of sentences is to learn how to move subordinate clauses around a sentence. The effect is immediate and impressive. It adds sophistication and maturity to the expression in a startling way. The main purpose, however, is not for style. The advantage of subordinate clauses is that they enable the writer to describe the relationship between things more precisely and explicitly.

Now ask delegates to practise this in pairs by adding subordinate clauses to the sentence in OHT 3.5: *The inspector came down the corridor.*

Remind them that a subordinate clause can be at the middle, beginning or end of the sentence. A subordinate clause has a verb but cannot stand on its own as a sentence.

Take a few examples in feedback. Re-emphasise the point that complex sentences allow pupils to express more sophisticated ideas. Subjects which depend on writing for assessment should be encouraged to experiment with sentences on the board for the class, so that they see how it is done, and begin to shift up a gear in their expression.

Finish this section with OHT 3.7 to provide a *really* quick way of getting pupils to experiment with sentence structure by changing the order of clauses, or starting with an adverbial.

OHT 3.7

Hot tips

Start with a verb ending in **ing**…
Start with a verb ending in **ed**…
Start with an adverb ending **ly**…
Start with a preposition – eg *over*…

Start with anything other than a noun or pronoun!

If you have time in hand, you could practise variations on the sentence in OHT 3.8.

> OHT 3.8
> **Manipulating a sentence**
>
> The teachers sighed with relief as the last inspector *departed, and eagerly reached for the chilled cans in the* refrigerator.

3.3 Using the passive voice (20 minutes)

Use OHT 3.9 to explain:

- In active sentences, you are told who did it and what they did.
- In passive sentences, you are told what was done and to whom.

> **OHT 3.9**
> **Active and passive**
>
> **The headteacher threw the action plan into the bin.**
> *(active)*
> The action plan was thrown into the bin (by the headteacher).
> *(passive)*
>
> **The staff voted to teach tap dancing instead of English.**
> *(active)*
> A decision was taken (by the staff) to teach tap dancing instead of English.
> *(passive)*

Active: subject (doer) – verb – object (done to).
Passive: subject (done to) – verb – by (doer) but the doer can be missed out, hence the use of parentheses.

Turning sentences from active to passive changes the normal object into a subject and the normal subject into a phrase starting with 'by', which can also be missed out.

Politicians, inspectors, scientists and many journalists like passives: passives can be used to disown responsibility. The examples on OHT 3.9 exemplify this. It is possible by omitting the words in parentheses to avoid mentioning the headteacher and staff in the passive. Show OHT 3.10 and ask participants to express these active sentences in the passive, firstly including 'by' and the doer, and then removing the doer completely.

OHT 3.10

Converting into the passive voice

We bombed Dresden.

I lost the vote.

I was late for the meeting and it started half an hour late.

We've decided to freeze teachers' pay.

We are coming to inspect your school next term.

You are brilliant at teaching!

- We bombed Dresden. *Dresden was bombed by us. Dresden was blitzed last night.*
- I lost the vote. *The vote was lost (by me).*
- I was late for the meeting and it started half an hour late. *The meeting was delayed…*
- We decided to freeze teachers' pay. *A pay freeze has been announced…*
- We are coming to inspect your school next term. *Your school has been identified for inspection in the Summer term. Your school will be inspected.*
- You are brilliant at teaching! *The quality of teaching was found to be good or very good in 90% of lessons…*

Invite participants to suggest when and where it is worth using passives. When is it proper to take the agent responsible out of the sentence, to depersonalise a piece of writing? Examples offered may include reporting scientific results or inspection reports.

The relevant subjects should signal to pupils when the passive is needed, and teach them how to use it. Most of all, pupils need examples. Use OHT 3.11 to summarise this.

OHT 3.11

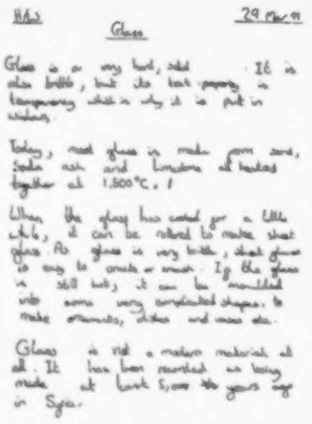
Classroom routines

- When you set a writing task, alert pupils to the writing conventions. Provide examples.
- Write with them as whole-class activity, talking aloud about the style and expression, so they know what to do.
- Brainstorm and display a list of suitable connectives for the topic.
- Give pupils hints about improving their style and expression. Every week, analyse a well-turned sentence from current work on the board or OHT and explain what you admire about it.
- Encourage pupils to reflect on the way they express sophisticated ideas and arguments in talk and how they might transfer this to their writing.
- Scaffold the writing, especially at first – eg by using writing frames, sentence starters and suggested connectives.
- Encourage peer drafting and editing.

3.4 Looking at pupils' work (20 minutes)

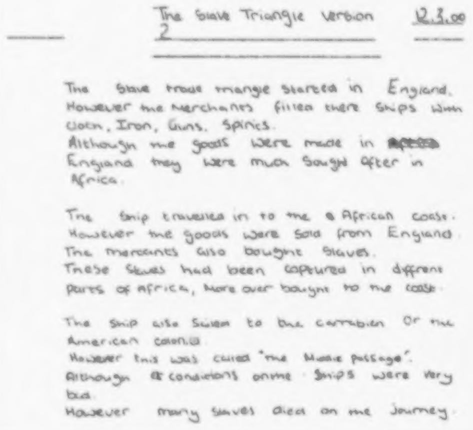
Study the three extracts of pupil work in *Handouts 3.2–3.4* and consider how effective they are in connecting, expressing and developing ideas. Suggest what advice their teachers might give them.

Handout 3.2



This writer uses conjunctions and relative pronouns well for complex sentences (eg *when, which, if* and *as*). The sentences are varied. Nevertheless, the text is not well organised. The links between ideas could be better signalled with the use of connecting adverbs such as *nevertheless, moreover* and *however*. The problem of organisation in this example, however, stems not simply from the lack of connectives, but the lack of focus in the task itself (simply 'Glass'). Clear questions and tasks which provide a means of organising ideas and content are vital in helping pupils to plot their way through a piece of writing. The importance of supportive contexts for writing is emphasised in module 2.

Handout 3.3



The Slave Triangle Version 2 12.3.00

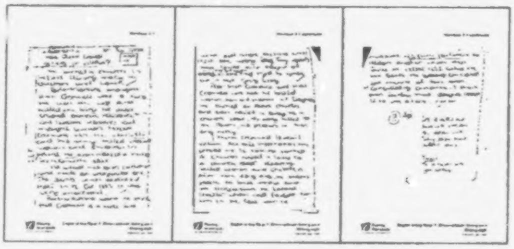
The Slave trade triangle started in England.
However the Merchants filled there Ships with
cloth, Iron, Guns, Spirits.
Although the goods were made in [illegible]
England they were much Sought after in
Africa.

The Ship travelled in to the African coast.
However the goods were Sold from England.
The merchants also bought Slaves.
These Slaves had been captured in diffrent
parts of Africa, More over bought to the coast.

The Ship also Sailed to the Carribean Or the
American colonies.
However this was called "the Middle passage".
Although conditions onthe Ships were very
bad.
However many Slaves died on the Journey.

This example shows the danger of using (and teaching) connectives as a formal device without considering the focus of the task (bland title), the organisation of the content or the meaning of the connectives themselves. Consequently the words confuse rather than clarify. *Although* and *however* have been used to lend formality and authority to the writing, but they have been used inappropriately without their meaning and function being considered.

Handout 3.4



This pupil using English as an additional language has a detailed and impressive knowledge of the subject. The information is vividly conveyed in a committed piece of writing. The task is also helpfully focused for analytical writing involving debate. There are a range of language issues which could be raised (such as complex sentences or spelling), but the grasp of detail justifies the high mark awarded by the teacher. Nevertheless, the lack of connectives to organise the text leads to repetition and lack of economy as the writer is restricted in the connections which are made to previous statements or paragraphs (hence the awkwardness of phrases such as 'what said above' and 'all this information'.) (Useful devices for this writer to deploy in future pieces might include connectives: to add, eg *furthermore, moreover*; to oppose, eg *however, on the other hand*; to conclude, eg *therefore, consequently*; or to summarise, eg *overall*.)

Remind delegates that they have learnt something about:

- connecting ideas
- constructing complex sentences
- using the passive voice.

These are some essential elements of knowledge about language which will help teachers to make better use of the analysis of text types in *Handout 2.4*.

Use OHT 3.12 to set a task.

OHT 3.12

Ready for more?

Within the next fortnight:

- Every participant will address one of the language features discussed in this module when they use writing with pupils, and report back to a department meeting.
- Departments will sample pupils' writing to identify any critical areas of writing style for attention and improvement.

We would like to thank Wilnecote High School, Staffordshire, for the pupil work in Handout 3.4.

Sentences and style

OHT 3.1

For your consideration:

1. Connecting ideas
2. Constructing complex sentences
3. Using the passive voice

Connectives 1

OHT 3.2

We brainstormed all the different kinds of alarms.
We wrote notes on the purpose of each one.

First we brainstormed all the different kinds of alarms.
Then we wrote notes on the purpose of each one.

The connective is an adverb which signals...

chronological order.

It links ideas across two sentences.

Connectives 2

OHT 3.3

The Romans were able to take over new provinces.
Their army was extremely large and powerful.

↓

The Romans were able to take over new provinces
because their army was extremely large and powerful.

↓

The connective is a conjunction which signals...

cause and effect.

It links ideas within the same sentence.

Connectives 3

Obediently, they carried out the task.

1. Continue this statement by using your connective (extending the sentence with a conjunction or adding a second sentence using a connecting adverb).
2. Decide in what way it affects the meaning (eg by comparing, contrasting, contradicting, sequencing, indicating cause and effect, qualifying meaning, etc).
3. Explain the impact this has on meaning and on the reader.

Connectives 4

OHT 3.5

The headteacher walked away quickly.

The inspector came down the corridor.

Subordination

OHT 3.6

1. The headteacher walked away quickly. He was late for a meeting.
2. The headteacher walked away quickly because he was late for a meeting.
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Start with a verb ending in **ed...**

Start with an adverb ending **ly...**

Start with a preposition – eg *over...*

Start with anything other than a noun or pronoun!

Manipulating a sentence

OHT 3.8

The teachers sighed with relief as the last inspector departed, and eagerly reached for the chilled cans in the refrigerator.

Active and passive

OHT 3.9

The headteacher threw the action plan into the bin.
(active)
The action plan was thrown into the bin (by the headteacher).
(passive)

The staff voted to teach tap dancing instead of English.
(active)
A decision was taken (by the staff) to teach tap dancing instead of English.
(passive)

Converting into the passive voice

OHT 3.10

We bombed Dresden.

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You are brilliant at teaching!

Classroom routines

OHT 3.11

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- Encourage peer drafting and editing.

Ready for more?

OHT 3.12

Within the next fortnight:

- Every participant will address one of the language features discussed in this module when they use writing with pupils, and report back to a department meeting.
- Departments will sample pupils' writing to identify any critical areas of writing style for attention and improvement.

Connectives as signposts

Handout 3.1

Adding and also as well as moreover too	**Cause and effect** because so therefore thus consequently
Sequencing next then first, second, third,… finally meanwhile after	**Qualifying** however although unless except if as long as apart from yet
Emphasising above all in particular especially significantly indeed notably	**Illustrating** for example such as for instance as revealed by in the case of
Comparing equally in the same way similarly likewise as with like	**Contrasting** whereas instead of alternatively otherwise unlike on the other hand

H/W 29 Mar 99

Glass

Glass is a very hard, solid . It is also brittle, but its best ,property is transparency which is why it is put in windows.

Today, most glass is made from sand, Soda ash and limestone all heated together at 1,500°C. !

When the glass has cooled for a little while, it can be rollered to make sheet glass. As glass is very brittle, sheet glass is easy to crack or smash. If the glass is still hot, it can be moulded into some very complicated shapes, to make ornaments, dishes and vases etc.

Glass is not a modern material at all. It has been recorded as being made at least 5,000 ~~yrs~~ years ago in Syria.

The slave triangle

Handout 3.3

The Slave Triangle version 2 12.3.00

The Slave trade triangle started in England. However the Merchants filled there ships with cloth, Iron, Guns, Spiries. Although the goods were made in [illegible] England they were much sought after in Africa.

The Ship travelled in to the ~~a~~ African coast. However the goods were sold from England. The mercants also bought Slaves. These slaves had been captured in diffrent parts of Africa, More over bought to the coast.

The ship also sailed to the carrabien or the American colonies. However this was called "the Middle passage". Although ~~t~~ conditions onthe Ships were very bad. However many slaves died on the journey.

~~Assessment~~

Assement 6th Feb. 2000

Was Olivar Crowell
a hero or villain?

HISTORY
Y8

He burned a church in Ireland dening mercy to children and women.

Parlimentarians thought that Cromwell was a hero. He won the war and killed the king. He also crushed catholic resistence resistance and levellers resistence but thoughs levellers helped Cromwell win the war. He and his army killed innocent inocent women and children in Ireland. He even nailed a baby to a church door.

he
iar
self?

He killed his own parlimen and made an unorganised one. The saints which abolished itself in 12 Dec 1653. It was very unsuccessful.

Parlimentarians want to think that Cromwell is a hero but what said above explains what he'd done wrong. (~~[illegible]~~) They didn't there leader to be thought of ~~[illegible]~~ evil, so some there lord protecter they tryed to ignore but it kept going wrong. ✓

Poor Irish Catholics said that Cromwell was evil he killid women, men and children at Drogheda He burned st Peters church and even nailed a baby to a church door. His army killed to the death, no prisoners or even any mercy.

I think cromwell is an evil villain. All this Information has proved he is evil. He burned a church, nailed a baby to a church door. His army killed women and children. After him doing this, he allows people to false worship and the critises them. He betraied leveller whom had fought for him in the civil war, He x

murdered his own parliment, to
deisgn another which then
feiles in 12 Dec 1653 called the
140 Saints. He (~~closed~~) cancalled
all manner of fun even
.led cancalleding christmas - I think
even fairfax had doughts about
If he was a hero. ✓ good point

13/15 High

Lots of detail and
hard work. Well done
You explain well,
why people had
different ideas.

Target
To be careful with
your spelling

4 Spelling and vocabulary

Aims:

- To promote a set of strategies for teaching pupils how to learn and retain spellings
- To suggest a way of monitoring spelling across the curriculum
- To provide support for pupils in using subject-specific vocabulary

Useful for:

- Schools where the departments already give out spelling lists, but still feel there is more to be done.

Timing

4.1	**Learning and remembering spellings**	20 minutes
4.2	**Reinforcing key words**	20 minutes
4.3	**Subject-specific vocabulary**	20 minutes
4.4	**A whole-school spelling log**	10 minutes
4.5	**Who can contribute?**	5 minutes
Total		75 minutes

You will need:

- OHTs 4.1–4.5
- Handouts 4.1–4.5
- A few A3 sheets and marker pens for the word web activity in Section 4.2.

4.1 Learning and remembering spellings (20 minutes)

Put up OHT 4.1, which contains a number of commonly misspelt words, and ask participants in pairs or threes to take each word one at a time and suggest the strategies they might recommend to a pupil having trouble getting it right.

OHT 4.1

diary
unnecessary
remember
definite
muscle
vegetable
Wednesday
government
handbag
bicycle
biscuit
bright
there
diner/dinner, writing/written
liquefy

After 5 minutes, take feedback. Don't go word by word, but ask participants to suggest the strategies they employed, with examples. You should draw out the list of strategies on *Handout 4.1*, perhaps collecting them on a flip chart as you go.

Handout 4.1

Spelling strategies

- Break it into sounds (d-i-a-r-y)
- Break it into syllables (re-mem-ber)
- Break it into affixes (dis + satisfy)
- Use a mnemonic (necessary – one collar, two sleeves)
- Refer to word in the same family (muscle – muscular)
- Say it as it sounds (Wed-nes-day)
- Words within words (Parliament – I AM parliament)
- Refer to etymology (bi + cycle = two + wheels)
- Use analogy (bright, light, night, etc)
- Use a key word (horrible/drinkable for -able & -ible)
- Apply spelling rules (writing, written)
- Learn by sight (look-cover-write-check)
- Visual memory (look-cover-write-check)

4.2 Reinforcing key words (20 minutes)

There are many small pockets of time when the spellings and meanings of key words can be consolidated – eg homework activities, the closing minutes of a lesson.

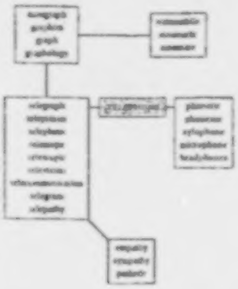
Here are three taster activities:

1 Word webs

Show OHT 4.2 Word web. Explain that the first and last words in each list are the starting points for a new list.

OHT 4.2

Word web: 'telephone'



Ask participants to generalise from each list to deduce the meaning of the root.

auto = self
tele = distant
path = feeling
phon = sound
graph = draw

Now distribute pens and papers among the groups to try their own word webs on the following subject words:

- biology
- equilateral
- democracy
- microscope
- pentathlete
- thermometer.

You will find it useful to have an etymological dictionary handy for fielding unexpected roots.

2 Mnemonics

It is sometimes possible to remember a word by using a mnemonic.
For example:

- because = Big Elephants Can't Always Use Small Exits
- necessary = one collar, two sleeves

Invite participants to invent and share visual or verbal mnemonics for:

- heard
- accommodation
- medicine
- parliament
- alkaline

3 Spellspeak

Say words in a way that makes them easier to remember, eg science.

Participants offer other examples

4 Words within words

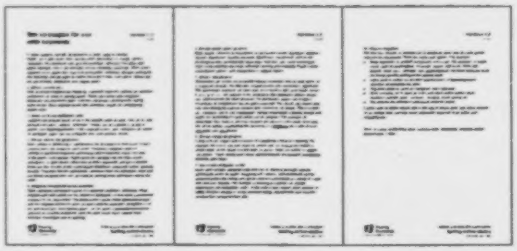
For example:

- RON in environment
- SIN in business
- FIN in definite

Distribute *Handout 4.2*.

Think of a keyword that is relevant for a lesson they are about to teach or have just taught. Explain to a partner which strategy from the handout they used or would use to teach that keyword.

Handout 4.2
Ten strategies for use with keywords



4.3 Subject-specific vocabulary (20 minutes)

Explain that providing support for pupils with subject-specific vocabulary not only helps develop pupils' literacy skills but also enhances their subject knowledge and understanding. This section develops some of the ideas on *Handout 4.2*.

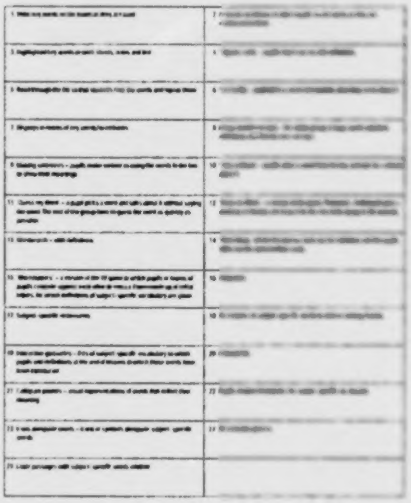
Use OHT 4.3 to explain the focuses of that support:

OHT 4.3

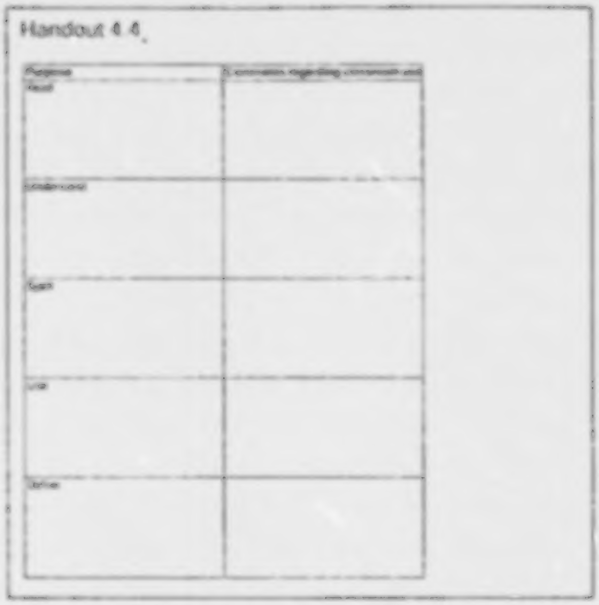
- To recognise specialist words in context
- To read specialist words independently
- To understand specialist words in familiar and unfamiliar contexts
- To spell specialist words accurately
- To use specialist words both orally and in writing
- To define specialist words and provide own exemplification

Group participants in pairs or threes. Distribute *Handout 4.3* in the form of cut-up cards and *Handout 4.4* (reproduced as A3). Ask participants to classify the strategies in terms of their purpose, acknowledging that some strategies will have more than one outcome. Also ask participants to identify how these strategies might be used, eg as a homework activity; as a starter activity to the beginning of a lesson; as a review activity at the end of a lesson or unit of work, etc.

Handout 4.3

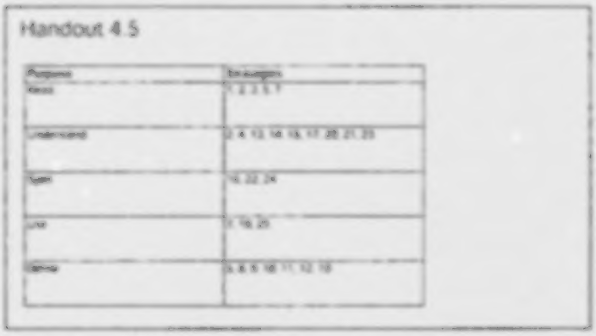


Range of subject-specific vocabulary strategies adapted from Greenwich LEA Word Box Activities and the work of Wray and Lewis



Handout 4.4

After 10 minutes use *Handout 4.5* to support feedback from participants and explore implications for classroom practice.



Handout 4.5

4.4 A whole-school spelling log (10 minutes)

Use OHT 4.4 to describe a pupil spelling log, to be carried by individual pupils, into which they put all their spelling work across the curriculum so that it can be overseen and consolidated centrally.

OHT 4.4

Pupil spelling log

Contents

- A log of personal errors and corrections
- Spelling targets
- Subject lists to learn
- Aide-memoire of spelling rules
- Personal mnemonics for tricky spellings
- Spelling games
- Spelling attempts
- Tests

Ask participants to consider the benefits and limitations of deciding to keep a centralised spelling log.

Benefits:
- signals a high priority within the school
- patterns of error can be detected more easily
- progress can be monitored
- spellings are collected together so they can be tested and checked – eg by peers in tutor time
- pupils have an aide-memoire.

Limitations:
- cost implication
- everyone leaves it to everyone else
- pupils might lose books
- another book to carry around.

4.5 Who can contribute? (5 minutes)

A significant discussion point is about who is responsible for teaching spelling. Spelling often falls between subject staff, English staff and tutors. It is important to get a sense at the end of this discussion of how responsibility might best be allocated in your school, and report the feeling of the meeting to the senior management. It is probably best if the responsibilities are shared, but well defined.

In groups of four, choose one role each and discuss in role the contribution each can make individually and collectively.

For example:
- Tutor – will arrange for weekly paired testing and checking, inspect logs regularly and encourage learning sessions
- English teacher – to teach rules and conventions, set targets and monitor progress periodically
- Subject staff – will teach and test subject specific words, and suggest suitable learning strategies
- Senior management – inform parents and recruit their help wherever possible to help pupils to learn their spellings.

If you have time at the end, brainstorm:
- spelling games that might be recommended to parents just before Christmas – eg *Scrabble, Lexicon, Boggle*
- spelling games that need nothing more elaborate than a pen and paper – eg hangman, car number plate words
- relevant ICT – eg hand-held spell-checkers (with games), recent software.

Show OHT 4.5 to close the session.

OHT 4.5

Ready for more?

Over the next half-term:

- Teach strategies which will help pupils to learn subject spelling lists.
- Prioritise the marking of high-frequency and key subject words, and highlight rules where the error would relate to other words.
- Use key words, glossaries, word banks and other strategies to provide support for subject-specific vocabulary.

'Ten strategies for use with keywords' is taken from *Literacy in the Secondary School* edited by M Lewis and D Wray, and is reproduced by kind permission of David Fulton Publishing Ltd.

OHT 4.1

diary

unnecessary

remember

definite

muscle

vegetable

Wednesday

government

handbag

bicycle

biscuit

bright

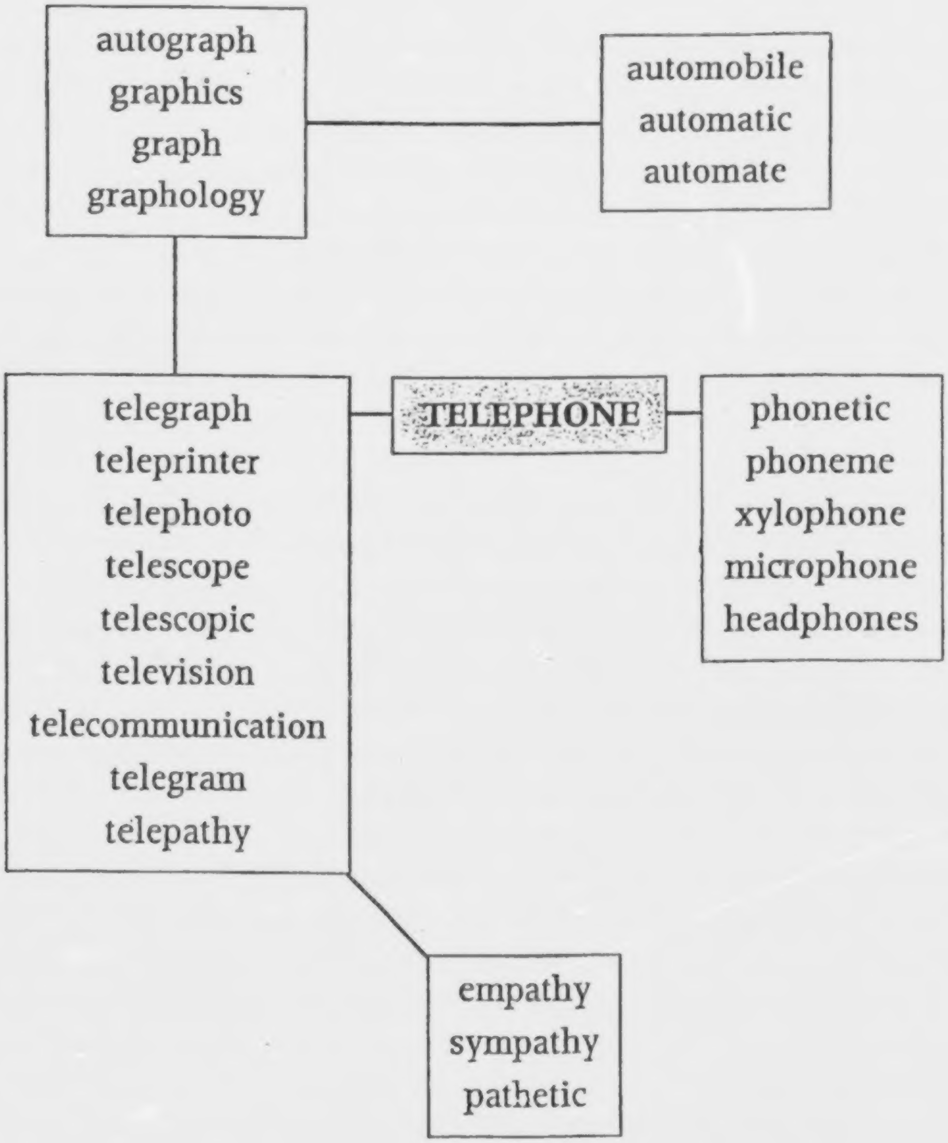
there

diner/dinner, writing/written

liquefy

Word web: 'telephone'

OHT 4.2



autograph
graphics
graph
graphology

automobile
automatic
automate

telegraph
teleprinter
telephoto
telescope
telescopic
television
telecommunication
telegram
telepathy

TELEPHONE

phonetic
phoneme
xylophone
microphone
headphones

empathy
sympathy
pathetic

- To recognise specialist words in context
- To read specialist words independently
- To understand specialist words in familiar and unfamiliar contexts
- To spell specialist words accurately
- To use specialist words both orally and in writing
- To define specialist words and provide own exemplification

Pupil spelling log

OHT 4.4

Contents

- A log of personal errors and corrections
- Spelling targets
- Subject lists to learn
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- Personal mnemonics for tricky spellings
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Ready for more?

OHT 4.5

Over the next half-term:

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- Prioritise the marking of high-frequency and key subject words, and highlight rules where the error would relate to other words.
- Use key words, glossaries, word banks and other strategies to provide support for subject-specific vocabulary.

Spelling strategies

Handout 4.1

- Break it into sounds (d-i-a-r-y)
- Break it into syllables (re-mem-ber)
- Break it into affixes (dis + satisfy)
- Use a mnemonic (necessary – one collar, two sleeves)
- Refer to word in the same family (muscle – muscular)
- Say it as it sounds (Wed-nes-day)
- Words within words (Parliament – I AM parliament)
- Refer to etymology (bi + cycle = two + wheels)
- Use analogy (bright, light, night, etc)
- Use a key word (horrible/drinkable for -able & -ible)
- Apply spelling rules (writing, written)
- Learn by sight (look-cover-write-check)
- Visual memory (look-cover-write-check)

Ten strategies for use with keywords

Handout 4.2
1 of 3

1 Have subject-specific dictionaries in your subject rooms

Pupils can locate words more quickly within these than in a large, general dictionary. The definitions also give the technical definition first rather than pupils having to seek it out amongst several everyday meanings. When a new keyword arises pupils look it up and read out the definition. Discuss and clarify the meanings and get pupils to define the word in their own words. Encourage the use of these dictionaries on a regular basis.

2 Create word banks

After brainstorming/concept mapping, keywords from this activity are identified and written on strips of card by pupils. These are sorted and displayed alphabetically around the room. Add new vocabulary to these lists during every lesson. Draw attention to the lists whenever pupils are undertaking written work.

3 Make word and definition cards

Support staff prepare boxes of cards for specific units of work. One set of cards contains the words, another definitions. These can be used for a variety of games and matching activities. If the separate words and definitions are stored on computer, pupils can cut and paste their own prompt sheets.

4 Create interactive glossaries

Make a booklet containing an alphabetical list of keywords from a unit of work. Leave a blank line alongside each word. Produce a separate sheet of definitions but these should be jumbled up and should not match the order of the words in the booklet. Pupils paste the booklet into the front of their workbooks. In each lesson, stress two or three keywords and use in context. In the last five minutes of the lesson pupils find those keywords in their glossary booklet. They then find the appropriate definition from the definitions sheet and use this to complete their own glossary by writing in the definitions next to the word.

5 Keyword crosswords/word-searches

Pupils complete crosswords based on keywords and their definitions. Once created such crosswords can be stored on computer and become a permanent resource for the department. The crosswords can be of the conventional type with the keyword definitions given as clues and the keywords being filled in on the crossword grid. Alternatively pupils can be given a completed crossword grid and are asked to create the clues for each word. Each activity helps reinforce meaning as well as spelling.

6 Create word cluster posters
Draw pupils' attention to the patterns to be found in words (eg *equal, equalise, equate, equilateral, equality, equation, equidistant, equilibrium,* and so on) pointing out their common root (*equa/equi*, from the Latin word meaning *to make even*) and how that helps with both spelling and meaning. Pupils create word cluster posters and display them in subject rooms.

7 Create mnemonics
Mnemonics are sentences created to help us remember how to spell words or a sequence of facts. The first letter of each word in the sentence is significant. The well known examples are ones such as *Richard of York gave battle in vain* (**r**, **o**, **y**, **g**, **b**, **i**, **v** – the colours of the rainbow) or *Big elephants can't always use small exits* (for the word *because*). For homework, pupils can create a mnemonic to remind them how to spell a keyword. The results are shared and one selected by the class to become their mnemonic of choice. This is written up, displayed and its use encouraged. School mnemonics used by all staff and pupils for commonly misspelt words can be adopted. For example: to remember how many **s**s and how many **c**s are needed in the word *necessary* the whole school, could adopt the sentence *It is necessary for a shirt to have one collar and two sleeves.*

8 Create calligram posters
Calligrams are visual representations of a word that reflect its meaning. For example the words *test tube* might be written with an exaggerated letter **u**, which takes on the shape of a test tube, or *glacier* might be written in jagged 'ice letters'. Pupils create such visual representations of keywords and display them for all to share.

9 Use icons alongside words
Icons and symbols alongside keywords act as memory prompts and are particularly useful for pupils struggling with literacy. Standard icons can be adopted across the school and can be used on worksheets as well as on word lists and wall displays. For example, a drawing of a pencil can always accompany the instruction 'write'; or the outline tool shapes often used as an aid to effective storage in design and technology departments can have the word written alongside them also.

10 Play word games

The final few minutes of a lesson can profitably be given over to word games that use key vocabulary. There are many such games. For example:

- Write keywords on an OHP and project onto a wall. For example, in maths, words such as *quadrilateral, rectangle, square,* and so on. When the teacher reads out a definition, two opposing team members compete to be the first to identify and touch the correct word.
- Half a word is written on the OHP and members of opposing teams volunteer to complete the word.
- Play the traditional game of 'hangman' with keywords.
- Write everyday terms such as *times* and *share* and volunteer team members add the 'posh' versions – *multiply, divide* and so on.
- You provide the definitions and pupils write the words.

Games such as these require little in the way of preparation, can end a session on an upbeat note and help revisit and revise keywords in an active and engaging way.

'Ten strategies for use with keywords' is taken from *Literacy in the Secondary School* edited by M Lewis and D Wray, and is reproduced by kind permission of David Fulton Publishing Ltd.

Handout 4.3

1 Write key words on the board as they are used	2 Personal wordbooks in which pupils record words as they are introduced to them
3 Highlighted key words in work sheets, notes and text	4 'Jigsaw Cards' – pupils match words with definitions
5 Read through the list so that students hear the words and repeat them	6 'Lucky Dip' – pupil picks a word and explains what they know about it
7 Displays in rooms of key words/word banks	8 Group words/concepts – the whole group arrange words and their definitions into themes and concepts
9 Making sentences – pupils make sentences using the words in the box to show their meanings	10 'Just a minute' – pupils select a word from the box and talk for a minute about it
11 'Guess my Word' – a pupil picks a word and talks about it without saying the word. The rest of the group have to guess the word as quickly as possible	12 'Draw my Word' – a version of the game 'Pictionary'. Individuals pick a word out of the box and draw it for the rest of the group in 30 seconds
13 Wordsearch – with definitions	14 'Word Bingo' where the teacher reads out the definition and the pupils strike out the word on their cards
15 'Blockbusters' – a version of the TV game in which pupils or teams of pupils compete against each other to cross a frame made up of initial letters, for which definitions of subject-specific vocabulary are given	16 Anagrams
17 Subject-specific dictionaries	18 Word banks of subject-specific words located on writing frames
19 Interactive glossaries – lists of subject-specific vocabulary to which pupils add definitions at the end of lessons in which those words have been introduced	20 Crosswords
21 Calligram posters – visual representations of words that reflect their meaning	22 Pupils created mnemonics for subject-specific vocabulary
23 Icons alongside words – icons or symbols alongside subject-specific words	24 Word cluster posters
25 Cloze passages with subject-specific words omitted	

Range of subject-specific vocabulary strategies adapted from Greenwich LEA Word Box Activities and the work of Wray and Lewis

Handout 4.4

Purpose	**Comments regarding classroom use**
Read	
Understand	
Spell	
Use	
Define	

Raising Standards
Standards and Effectiveness Unit

Handout 4.5

Purpose	Strategies
Read	1, 2, 3, 5, 7
Understand	2, 4, 13, 14, 15, 17, 20, 21, 23
Spell	16, 22, 24
Use	7, 18, 25
Define	5, 8, 9, 10, 11, 12, 19

5 Active reading strategies

Aims:

- To promote a number of 'hands on' techniques to engage pupils with texts
- To help increase pupils' attention to meaning, and stamina for reading longer text.

Useful for:

- Schools who have not yet promoted DARTS (directed activities related to texts) across the whole curriculum
- Where pupils' reading is cursory or superficial.

Timing

5.1	**Active reading strategies**	35 minutes
5.2	**Case study**	25 minutes
5.3	**Choosing the right technique**	15 minutes
Total		75 minutes

You will need:

- OHTs 5.1–5.2
- Handouts 5.1–5.5
- Handout 5.2, the geography text entitled 'Natural resources', should be cut up and placed in envelopes or clipped together to facilitate sequencing. You will need one copy per pair of participants. Each person will need a sheet of paper and a pen
- Video extract *Active reading strategies*.

5.1 Active reading strategies (35 minutes)

The first activities are designed to raise awareness of reading behaviour and to provide practical examples of how pupil attention can be directed to the salient information in a text. These activities can also support the reading of extended texts.

Distribute to each pair *Handout 5.1* and the strips made up from *Handout 5.2*, and ask participants to work in pairs to complete both activities.

Handout 5.1

1 of 2

Roman food

1. ______________________

Wheat was the main food for most Romans. It was often boiled into a form of porridge. Other foods such as vegetables, herbs, olives, fish or meat would be added to give it more flavour. Wheat was also used to make bread, biscuits and pancakes. The Romans also liked bread flavoured with cheese, aniseed or honey.

2. ______________________

Whereas the diet of most citizens was fairly monotonous, the rich could afford to eat foods imported from all over the empire. Having expensive banquets was a way of letting people know how wealthy you were. Julius Caesar became worried that this showing off might cause the poor to rebel, and in 46BC he passed a law limiting how much people could spend on meals. This law proved unenforcable and was generally ignored. Wealthy Romans would eat three meals a day. Breakfast would be bread dipped in wine or goat's milk, lunch a small meal of eggs or cold meat. The main meal would take place in the evening and would last for several hours.

3. ______________________

The Romans loved to put spicy sauces on their foods. One of the reasons for this was that the Romans absorbed a great deal of lead from their metal pipes, cooking pots and drinking cups. This created an unpleasant metallic taste in the mouth and the spicy sauces helped to overcome the problem. Some of the ingredients in these sauces such as pepper, ginger, cumin and cinnamon had to come from outside the empire and were therefore extremely expensive.

4. ______________________

The Romans preferred fish to meat. To ensure a constant supply, villas would have ponds where fish were bred and kept alive until ready for eating. Mullet, sole, turbot and sturgeon were all popular. Fish would be served with a sweet and sour sauce. As well as spices the sauces would include fruit such as plums and apricots.

Handout 5.1

2 of 2

Roman food

5. ______________________

The Romans also employed techniques that were equivalent to today's factory farming methods. Slaves would constantly feed milk to snails, nuts to dormice and bread to pigeons. Animals' legs would be broken and birds' wings clipped to restrict their mobility, thus increasing their body weight in the shortest possible time.

6. ______________________

Some Romans were vegetarians. It was argued that eating meat was bad for you. For example, some believed that eating pork caused leprosy. Others believed in reincarnation and were afraid they might eat the soul of a relative. A further group claimed that eating meat was immoral. Sextius, a Roman Philosopher, argued that as there was enough food available, people should not kill animals.

7. ______________________

In the late stages of the Roman Empire, the rich became obsessed with food. Dinner parties where friends could eat and gossip together were very popular. Sometimes they lasted from three in the afternoon until late at night. People would bring their own slaves with them to the dinner party. It was their job to cut up their owner's food and to clean up after them if they were sick. One Roman writer claimed that half-way through the meal people would put a feather down their throats to make themselves sick so they had room for more food.

The extracts from 'Roman Food' are taken from *The Roman Empire Resource Book* by J Simkin (Spartacus Educational Publishers, 1991). Permission applied for

Handout 5.2

Natural resources

Sometimes people use these resources to their advantage.

Others are non-renewable and can only be used once, such as coal.

The environment includes natural resources such as coal and iron ore, soils, forests and water.

For example, they use water for drinking purposes, iron ore in industry, and landforms such as islands or lakes for leisure.

These are used to meet human ends.

Some of these resources are renewable.

People often misuse these resources by using them up (minerals), by destroying them (soils, forests) or polluting them (rivers, seas and the air).

This means they can be used over and over again, such as rainfall.

The section 'Natural Resources' is taken from *Key Geography Foundations* by D Waugh and T Bushell (Nelson Thornes, 2001), page 8

Introduce the activities using OHT 5.1, leaving it on the screen to remind participants of the task.

OHT 5.1

Reading texts

Carry out the following activities with a partner.

1 History text (Roman food)
- Identify the topic sentence in each paragraph.
- Provide a sub-heading for each section of the text.
- Underline in contrasting colours the foods eaten by wealthy Romans and those eaten by ordinary people.

2 Geography text (Natural resources)
- Re-order the sentences to make a coherent paragraph.
- Highlight the words which helped you do this.
- Give your paragraph a title.

After you have completed the activities, discuss the following questions with your partner or in your group:
- What kind of attention did the activities make you pay to the text?
- How did this help you with your understanding of the text?
- What benefits are there in carrying out the tasks in a pair?
- What reading skills did you use in carrying out these activities?
- Look at *Handout 5.3*. Which techniques have you used or could you use with your pupils?

Take feedback. You may find it useful to make the following general points.

- Activities like these are known as DARTs (directed activities related to texts).
- DARTs can be very helpful in encouraging pupils to read a text carefully and in detail, to go beyond literal comprehension and to think about what they read.
- They are popular with pupils because they have a game-like quality. They offer a good focus for group work and are very engaging.
- Learning may be implicit; you need to teach to draw out the significance of the learning and relate it to subject-specific objectives.
- Some pupils expect reading tasks to involve no more than a rapid trawl for the right answer; helping them to realise that something more demanding and often less clear-cut is required takes time and practice.
- Training pupils to talk constructively in pairs and groups also requires time if it is new to them.
- Pupils need consistent messages from different teachers or departments about the value of these ways of working.
- Preparation time is worth it – if you laminate resources, such as sequencing strips, they can be used again.
- These techniques should always be chosen in relation to specific objectives.

Distribute *Handout 5.3*

Handout 5.3

Activities which encourage close reading

These activities are most effective when worked on by a pair or small group as the discussion of possibilities leads to a closer look at the text.

Cloze

Filling the gap involves the reader in actively constructing meaning. Skills include:

- paying close attention to the meaning of the sentence
- choosing a word that fits grammatically
- using one's existing knowledge of the topic
- working out what is likely from the rest of the text
- working out what will fit with the style of the text – eg whether a word has already occurred in the sentence
- attending to the sense of the whole sentence by reading and rereading.

Sequencing

Sequencing activities involve reconstructing a text which has been cut into chunks. Skills include:

- reading and rereading
- paying close attention to the structure of the genre
- paying close attention to link words
- hunting for the logic or organising principle of the text – eg chronological order
- using previous experience and earlier reading.

Text marking

Text marking includes underlining, annotating or numbering the text to show sequence. Skills may well include:

- skimming or scanning to find specific information
- differentiating between different categories of information
- deciding what is relevant information
- finding the main idea(s)
- questioning the information presented in the text.

Text restructuring

Text restructuring involves reading and then remodelling the information in another format. For example, flow charts, diagrams, Venn diagrams, grids, lists, maps, charts, concept maps or rewriting in another genre. Depending on the format, skills used will include:

- identifying what is key and relevant in a text
- applying what they know in a new context
- remodelling the content and the format of the text
- awareness of the characteristics of different genres
- critical reading
- summary and prioritisation
- writing as well as reading skills.

Now refer participants to *Handout 5.4* and ask them to suggest what kind of DARTs would be suitable for meeting an objective which is relevant to their own subject.

Handout 5.4

Framework objectives for reading in Year 7

- Use appropriate reading strategies to extract particular information (R2)
- Make brief, clearly-organised notes of key points for later use (R4)
- Identify the main points, processes or ideas in a text, and how they are sequenced and developed by the writer (R7)
- Identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions (R13)
- Read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use (Wd21)

5.2 Case study (25 minutes)

Ask participants to watch the first part of the video extract *Active reading strategies* (the Year 9 geography lesson). Ask them to consider how the underlining activity improves learning and how the teacher, David Corden, makes reading explicit.

Use the following notes to take brief feedback.

The task:

- supports close reading and the active selection of information
- increases pupils' engagement with the text, sustaining interest and concentration
- supports weaker readers through pair work
- has challenge, making it genuinely collaborative
- involves speaking and listening to clarify thinking and extend understanding.

The teacher makes explicit:

- the purpose of reading, eg locating and selecting information
- the reading strategies, eg skimming and rereading
- the benefits of close reading.

Show the rest of the extract and ask participants to note some of the other strategies used in the sequence of lessons from across the curriculum. Take feedback at the end of the clip. Participants may note the following active reading strategies:

- true/false questions to give a purpose for subsequent reading, ie to confirm/alter answers
- text marking
- sequencing
- cloze
- sorting and classifying

and they may also comment on the supportive use of:

- modelling
- communal reading
- explanation of key words
- discussing answers, drawing out explanations

- pair and group discussion to clarify meanings and refine ideas
- the teacher stretching pupils' language by asking them to explain their answers and ideas.

If there is time in hand, you could also discuss why the strategies chosen by the teacher were apt for the learning point.

5.3 Choosing the right technique (15 minutes)

Distribute *Handout 5.5* for discussion in small groups.

Handout 5.5

Choosing the right technique

- The English teacher wants to study the rhyme scheme in a poem. She considers using:
  - a cloze which blanks out every other rhyming word
  - sequencing the cut-up lines of the poem
  - colour coding the rhyming words.

  Discuss what the teacher should do if she wants to draw particular attention to the pattern of the rhymes and their contribution to the meaning.
- The science teacher wants the pupils to understand the process of digestion through the gut. The passage is well-informed but rather long and detailed.
- The RE teacher wants the pupils to reflect on the merits and limitations of basing a state on religion (theocracy). How could one engage them with a well-argued and rather serious article in a newspaper which presents one particular view on the matter?
- The DT teacher wants the pupils to review their own writing of evaluations, encouraging them to extend their ideas, justify their opinions and be more precise. Would any of the techniques work on pupils' own work?

Take brief feedback. A range of responses is possible. Common answers include:

English: Combine techniques. Sequence to draw attention to meaning and pattern, then highlight to focus on the pattern.

Science: They could use the passage to fill in labels on a ready-made diagram. Even better, they could sequence the stages of digestion in a sequencing activity first, so that they pay attention to the changes at each stage and the links between the stages in the process.

RE: They could highlight the arguments, and list them in the left hand column of a separate sheet of paper, replying in the right hand column, '*Yes, but ...*'

DT: Provide pairs of pupils with a list of suitable prompts, such as:

- What makes you think that?
- Prove it!
- Where's your evidence?
- What do you mean exactly?
- Can you be more precise?
- Please say more.

One pupil reads his or her work aloud to the other, stopping at the end of each sentence. The partner replies with a suitable prompt. The reader attempts to add to his or her work. Later, it can be drafted in.

Suggest to participants that they make a commitment to carry out the tasks in OHT 5.2.

OHT 5.2

Ready for more?

- Review the reading tasks in your teaching plans for next half-term in Year 7, and build in active reading strategies to support learning through more focused reading.
- Try at least one new DARTs activity within the next month.

We would like to thank Haybridge High School, Hagley, Bishop Perowne High School, Worcester and South Dartmoor Community College, Devon for the lessons featured in the video.

Reading tasks

OHT 5.1

Carry out the following activities with a partner.

1 History text (Roman food)

- Identify the topic sentence in each paragraph.
- Provide a sub-heading for each section of the text.
- Underline in contrasting colours the foods eaten by wealthy Romans and those eaten by ordinary people.

2 Geography text (Natural resources)

- Re-order the sentences to make a coherent paragraph.
- Highlight the words which helped you do this.
- Give your paragraph a title.

After you have completed the activities, discuss the following questions with your partner or in your group:

- What kind of attention did the activities make you pay to the text?
- How did this help you with your understanding of the text?
- What benefits are there in carrying out the tasks in a pair?
- What reading skills did you use in carrying out these activities?
- Look at *Handout 5.3*. Which techniques have you used or could you use with your pupils?

Ready for more?

OHT 5.2

- Review the reading tasks in your teaching plans for next half-term in Year 7, and build in active reading strategies to support learning through more focused reading.
- Try at least one new DARTs activity within the next month.

Roman food

Handout 5.1
1 of 2

1. ______________________________

Wheat was the main food for most Romans. It was often boiled into a form of porridge. Other foods such as vegetables, herbs, olives, fish or meat would be added to give it more flavour. Wheat was also used to make bread, biscuits and pancakes. The Romans also liked bread flavoured with cheese, aniseed or honey.

2. ______________________________

Whereas the diet of most citizens was fairly monotonous, the rich could afford to eat foods imported from all over the empire. Having expensive banquets was a way of letting people know how wealthy you were. Julius Caesar became worried that this showing off might cause the poor to rebel, and in 46BC he passed a law limiting how much people could spend on meals. This law proved unenforcable and was generally ignored. Wealthy Romans would eat three meals a day. Breakfast would be bread dipped in wine or goat's milk, lunch a small meal of eggs or cold meat. The main meal would take place in the evening and would last for several hours.

3. ______________________________

The Romans loved to put spicy sauces on their foods. One of the reasons for this was that the Romans absorbed a great deal of lead from their metal pipes, cooking pots and drinking cups. This created an unpleasant metallic taste in the mouth and the spicy sauces helped to overcome the problem. Some of the ingredients in these sauces such as pepper, ginger, cumin and cinnamon had to come from outside the empire and were therefore extremely expensive.

4. ______________________________

The Romans preferred fish to meat. To ensure a constant supply, villas would have ponds where fish were bred and kept alive until ready for eating. Mullet, sole, turbot and sturgeon were all popular. Fish would be served with a sweet and sour sauce. As well as spices the sauces would include fruit such as plums and apricots.

5. ______________________________

The Romans also employed techniques that were equivalent to today's factory farming methods. Slaves would constantly feed milk to snails, nuts to dormice and bread to pigeons. Animals' legs would be broken and birds' wings clipped to restrict their mobility, thus increasing their body weight in the shortest possible time.

6. ______________________________

Some Romans were vegetarians. It was argued that eating meat was bad for you. For example, some believed that eating pork caused leprosy. Others believed in reincarnation and were afraid they might eat the soul of a relative. A further group claimed that eating meat was immoral. Sextius, a Roman Philosopher, argued that as there was enough food available, people should not kill animals.

7. ______________________________

In the late stages of the Roman Empire, the rich became obsessed with food. Dinner parties where friends could eat and gossip together were very popular. Sometimes they lasted from three in the afternoon until late at night. People would bring their own slaves with them to the dinner party. It was their job to cut up their owner's food and to clean up after them if they were sick. One Roman writer claimed that half-way through the meal people would put a feather down their throats to make themselves sick so they had room for more food.

____

The extracts from 'Roman Food' are taken from *The Roman Empire Resource Book* by J Simkin (Spartacus Educational Publishers, 1991). Permission applied for.

Natural resources

Handout 5.2

Sometimes people use these resources to their advantage.

Others are non-renewable and can only be used once, such as coal.

The environment includes natural resources such as coal and iron ore, soils, forests and water.

For example, they use water for drinking purposes, iron ore in industry, and landforms such as islands or lakes for leisure.

These are used to meet human ends.

Some of these resources are renewable.

People often misuse these resources by using them up (minerals), by destroying them (soils, forests) or polluting them (rivers, seas and the air).

This means they can be used over and over again, such as rainfall.

The section 'Natural Resources' is taken from *Key Geography Foundations* by D Waugh and T Bushell (Nelson Thornes, 2001) page 8.

Activities which encourage close reading

Handout 5.3

These activities are most effective when worked on by a pair or small group as the discussion of possibilities leads to a closer look at the text.

Cloze

Filling the gap involves the reader in actively constructing meaning. Skills include:

- paying close attention to the meaning of the sentence
- choosing a word that fits grammatically
- using one's existing knowledge of the topic
- working out what is likely from the rest of the text
- working out what will fit with the style of the text – eg whether a word has already occurred in the sentence
- attending to the sense of the whole sentence by reading and rereading.

Sequencing

Sequencing activities involve reconstructing a text which has been cut into chunks. Skills include:

- reading and rereading
- paying close attention to the structure of the genre
- paying close attention to link words
- hunting for the logic or organising principle of the text – eg chronological order
- using previous experience and earlier reading.

Text marking

Text marking includes underlining, annotating or numbering the text to show sequence. Skills may well include:

- skimming or scanning to find specific information
- differentiating between different categories of information
- deciding what is relevant information
- finding the main idea(s)
- questioning the information presented in the text.

Text restructuring

Text restructuring involves reading and then remodelling the information in another format. For example, flow charts, diagrams, Venn diagrams, grids, lists, maps, charts, concept maps or rewriting in another genre. Depending on the format, skills used will include:

- identifying what is key and relevant in a text
- applying what they know in a new context
- remodelling the content and the format of the text
- awareness of the characteristics of different genres
- critical reading
- summary and prioritisation
- writing as well as reading skills.

Framework objectives for reading in Year 7

Handout 5.4

- Use appropriate reading strategies to extract particular information (R2)
- Make brief, clearly-organised notes of key points for later use (R4)
- Identify the main points, processes or ideas in a text, and how they are sequenced and developed by the writer (R7)
- Identify, using appropriate terminology, the way writers of non-fiction match language and organisation to their intentions (R13)
- Read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use (Wd21)

Choosing the right technique

Handout 5.5

- The English teacher wants to study the rhyme scheme in a poem. She considers using:
  - cloze which blanks out every other rhyming word
  - sequencing the cut-up lines of the poem
  - colour coding the rhyming words.

  Discuss what the teacher should do if she wants to draw particular attention to the pattern of the rhymes and their contribution to the meaning.
- The science teacher wants the pupils to understand the process of digestion through the gut. The passage is well-informed but rather long and detailed.
- The RE teacher wants the pupils to reflect on the merits and limitations of basing a state on religion (theocracy). How could one engage them with a well-argued and rather serious article in a newspaper which presents one particular view on the matter?
- The DT teacher wants the pupils to review their own writing of evaluations, and encourage them to extend their ideas, justify their opinions and be more precise. Would any of the techniques work on pupils' own work?

6 Reading for information

Aims:

- To alert teachers to the reading strategies demanded by different tasks
- To propose a model to help pupils to learn from non-fiction texts
- To raise awareness of the nature of non-fiction texts and the challenges they present to the reader.

Useful for:

- Schools who have introduced DARTs, and feel ready to develop whole-class methods of teaching reading more actively.

Timing:

6.1	**Introduction: demands on the reader**	10 minutes
6.2	**Ways of reading**	15 minutes
6.3	**Introducing textbooks**	20 minutes
6.4	**Research**	30 minutes
Total		75 minutes

You will need:

- OHTs 6.1–6.12
- Handouts 6.1–6.6
- The video sequence *Introducing textbooks* and the CD (EXIT model section)
- A page from a typical textbook, eg history or science.

6.1 Introduction: demands on the reader (10 minutes)

Explain that the demands made upon the reader when reading for information are very different from those made by narrative, which for many pupils will be their dominant experience of reading. Without an appreciation of these differences, the difficulties that pupils experience can be compounded. Use *optional Handout 6.1* as an introductory activity, so that participants experience these difficulties. Take brief feedback before presenting OHT 6.1.

OHT 6.1
Reading for information: possible challenges

- Prior knowledge
- Subject-specific vocabulary
- Grammar
- High levels of information (dense texts)

Using OHT 6.1, make the following points:

Writers of information books often make assumptions about the knowledge their readers will bring to their texts. Without this understanding readers may not be able to connect new information with what they already know and thereby create meaning.

Writers assume familiarity with subject-specific vocabulary. However, some of this vocabulary may be unknown to the reader and some familiar words may be used in new and unfamiliar ways.

The grammatical features of information texts are often different from narrative texts:

- The sentence structure of information texts can be demanding. Sentences invariably consist of more than one clause and the more clauses in a sentence, the greater the demands made upon the reader.
- Passive verbs are commonly used in information texts and textbooks (*are compared, are logically related to*) though active verbs are usually easier to read and make sense of, particularly when used in a negative statement.
- Turning verbs into nouns is often preferred to active verbs, such as *formation* in preference to *If we form…* or *Smoking is…* instead of *People who smoke…*

Ideas may be communicated in texts which are very dense: there may be high levels of information transfer and little helpful redundancy (repetition of ideas in different terms) in the language, increasing the need for the reader to close-read, to monitor that reading and to take effective, remedial action when in difficulty.

List useful support, using OHT 6.2.

OHT 6.2

Reading for information: useful support

- Create a context: brainstorming, group discussion, displays, diagrams, charts, summaries
- Glossaries
- Collaborative work
- Shared reading
- Opportunities to read similar texts

Useful support to address these demands might include:

- Creating a context, which activates and builds relevant knowledge, prior to reading. This might include such activities as brainstorming, group discussion, the use of display which features supporting pictures, diagrams and exemplification, and summarising the main ideas in the text before it is read.
- A glossary or some explanation of subject-specific vocabulary.
- An opportunity to work collaboratively on the meaning of the text.
- The teacher sharing the reading with a whole class demonstrating how to access the text, cope with difficulties and integrate it.
- Opportunities to read and have heard such texts before.

6.2 Ways of reading (15 minutes)

Use OHT 6.3 to remind the group that as skilled, adult readers they are able to read in a variety of different ways, although the decision to do so is probably not a conscious one. The choice of a particular kind of reading is usually prompted by the nature of the text and the purpose for reading it.

OHT 6.3

Ways of reading

- Continuous reading
- Close reading
- Skimming
- Scanning

Continuous reading usually involves uninterrupted reading of an extended piece of text – eg reading a chapter in a novel or an article in a newspaper for pleasure or relaxation.

Close reading involves careful study reading and usually includes pausing to think or look back in order to examine the text in detail – eg studying a document in preparation for presenting a summary to colleagues.

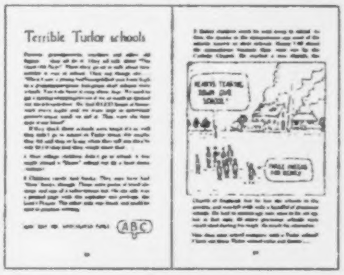
Skimming involves glancing quickly through a passage to get the gist of it – eg looking through a newspaper to see what is worth reading or glancing at sub-headings in a book.

Scanning involves searching for a particular piece of information – eg looking up a phone number.

Distribute *Handouts 6.2–6.4*, then put up the questions on OHT 6.4.

Handout 6.2

Passage A



Terrible Tudor schools

The extract taken from *Horrible Histories: The Terrible Tudors* by Terry Deary and Neil Tonge, illustrated by Martin Brown, published by Scholastic Ltd.

Handout 6.3

Passage B

Choosing a name

Your name is something you take with you everywhere you go. For some people a name is like a membership badge, given at the special time they join the community of believers. Some names have a special religious meaning and can remind people what they believe in.

Saints

Many Orthodox Christians and Roman Catholics are named after saints. Saints are people who let God work in their lives. Christians believe the saints are with God after they die. Catholics and Orthodox Christians sometimes pray to saints to ask for their help. They believe the saint can bring them strength from God.

Each saint has a special feast day in the year. Most Orthodox Christians and Catholics celebrate the day belonging to the saint whose name they share. It is called the name day.

For example:

Anthony	17 January
Maria	15 August
Catherine	25 November
Nicholas	6 December

In Greece it is the custom, on a person's name day, for all friends and relations to visit the house for a party. If you know several people with the same name you may have to make several visits!

Muslims sometimes take names from the family of Muhammad. Muhammad was the Prophet, or messenger of Allah. Some Muslims ask their leader (called an imam) to choose their child's name. He chooses names with a meaning to remind Muslims of their faith. For example Abdullah means servant of Allah and Fardose means Heaven.

Sikh babies are named when they are taken to the gurdwara for the first time. There is a reading from the Granth, the holy book of Sikhism. The reader opens the book and looks at the first letter on the page. A name beginning with that letter is then chosen for the baby.

The extract from *Understanding Religions: Birth Customs* by L Rushton, reproduced by permission from Hodder and Stoughton Ltd.

Handout 6.4

Passage C

The extract is from *Wordmasters: Word Origins* copyright © Grisewood and Dempsey 1993. Reproduced by permission of the publisher Kingfisher Publications Plc. All rights reserved.

OHT 6.4

Reading task 1

What differences are there in the way you read to answer each of these questions?

Passage A
Which of your pupils do you think would enjoy reading this book?

Passage B
What similarities and differences can you see between the naming customs of the different religions described here?

Passage C
What is the origin and meaning of the word *lettuce*?

Stop participants promptly and ask them to reflect in pairs on the questions on OHT 6.5. Allow five minutes.

OHT 6.5

Reading task 2

- What differences are there in the way you read each text?
- How do you account for these differences?
- How important is it that pupils learn to use these ways of reading in your subject?
- How do you teach these ways of reading?

Take feedback. You may find it useful to make the following points:

What differences were there in the way in which you read each text?

- Most people will have used a continuous read for Passage A, close reading for Passage B and scanning for Passage C. However there will almost certainly be individual differences, and many people will have used more than one style of reading for one or more passages.
- Ask individual participants to describe how they scanned Passage C, and compare the way they have used different 'looking' strategies – eg focusing on first lines, hunting for a particular word, roving eye

movements across the passage, systematic scanning over the text in sections. These are not behaviours that are obvious to poor readers, and it follows that teachers need to model it for pupils.

How do you account for these differences?

- The nature of the passage and the purpose for reading it generally determines the reading style. Reading style can be changed by changing the purpose for reading – eg Passage B could be skimmed to see whether it provided relevant information for a research project.
- Another important variable is what individuals bring to a text in terms of previous knowledge, interests and reading tastes.

How important is it that pupils learn to use these reading styles in your subject?

- Obviously there are differences from subject to subject. As they get older, pupils are expected to engage in more independent study and it is often at this point that their inability to read in different ways for different purposes becomes obvious.
- Weaker readers have a limited repertoire of reading styles. Some are capable of fluent, continuous reading but unable or unwilling to vary this. Some are resistant to close reading but prefer to scan the text for the 'right answer'. Others are inefficient skimmers and scanners, feeling that they are somehow 'cheating' if they do not read every word.
- In setting reading tasks, teachers should show or tell pupils which reading style would be most effective.

How do you teach these ways of reading?

- Demonstrate and model different reading styles – eg using an enlarged text.
- Walk pupils through the organisation and presentational devices in textbooks in your subject.
- Discuss with pupils when different styles are appropriate.
- Give pupils opportunities to reflect on how they read specific texts.
- Monitor the range of reading and patterns of success and be alert to weaknesses.

6.3 Introducing textbooks (20 minutes)

Explain that the difficulty some pupils experience when reading information texts is exacerbated by the fact that over the past 20 years, school textbooks have changed considerably both in appearance and in the kinds of demands they make on pupil reading.

Modern textbook pages contain a plethora of presentational devices: flow charts, drawings, colour coding, bullet points, bold type, explanation, labels, symbols and questions. The written text is condensed and difficult to follow without diagrams. The emphasis on the visual is typical of many modern school textbooks.

Watch the video *Introducing textbooks* made at Kidbrooke High School in Greenwich. Ask teachers to consider the following questions:

- How are the teachers highlighting the features of textbooks?
- How helpful is this likely to be?

What other strategies could you use to help pupils get the best out of the textbooks in your subject?

6.4 **Research** (30 minutes)

Show OHT 6.7 and explain that in this session participants will be introduced to the EXIT model, developed by Maureen Lewis (University of Plymouth) and David Wray (University of Warwick). The model identifies the process stages in research and identifies both the points at which support might be provided and the forms which that support might take.

Put participants in pairs. Ask the pairs to share their own experiences of research. How do they approach research tasks? What do they find easy? What do they find difficult? How do they support pupils with research tasks? What do their pupils find easy and difficult?

Distribute *Handout 6.5* copied onto A3 paper to allow space for personal notes. Ask participants to underline any stages of the model they would like to know more about and annotate with questions in the left hand column.

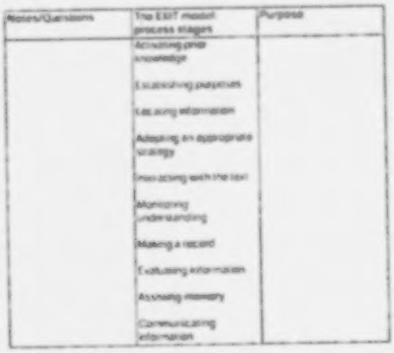
OHT 6.6

The EXIT model

Process stages

1 Activating prior knowledge
2 Establishing purposes
3 Locating information
4 Adopting an appropriate strategy
5 Interacting with the text
6 Monitoring understanding
7 Making a record
8 Evaluating information
9 Assisting memory
10 Communicating information

Handout 6.5



Play the CD of Wray and Lewis discussing the EXIT model. Ask participants to note down on *Handout 6.5* the answers to the questions they have set themselves and the purpose of each process stage.

After the participants have listened to the extract, give them time to prepare and make a short statement for their partner concerning:

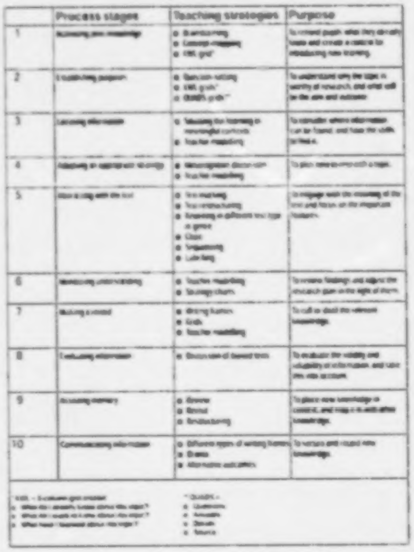
- Two things they already knew about supporting pupils' research skills, which have been confirmed by listening to Wray's and Lewis' discussion of the EXIT model.
- One new thing that they have learnt about supporting pupils' research skills.
- One way in which it may affect their classroom practice in the future.

At the end of the activity ask participants to reflect upon the process stages which the task required and identify how they had been supported.

Use *Handout 6.6* to aid discussion of further strategies to support the process stages and the purpose of each stage, fielding other suggestions regarding additional approaches that may be of use.

Handout 6.6

The EXIT model



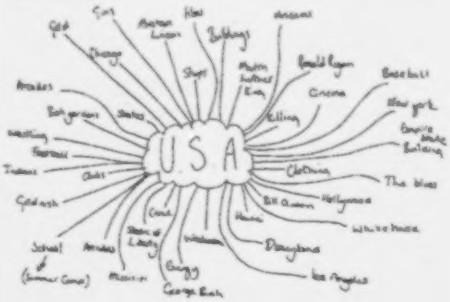
	Process stages	Teaching strategies	Purpose
1	[illegible]	[illegible]	[illegible]
2	[illegible]	[illegible]	[illegible]
3	[illegible]	[illegible]	[illegible]
4	[illegible]	[illegible]	[illegible]
5	[illegible]	[illegible]	[illegible]
6	[illegible]	[illegible]	[illegible]
7	[illegible]	[illegible]	[illegible]
8	[illegible]	[illegible]	[illegible]
9	[illegible]	[illegible]	[illegible]
10	[illegible]	[illegible]	[illegible]

Show OHTs 6.8–6.12 to illustrate some of the activities mentioned in the EXIT model.

OHT 6.7

USA

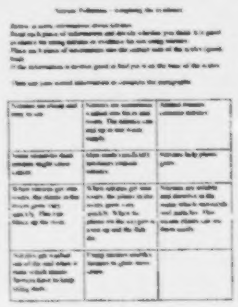
Brainstorm map to *activate prior knowledge* about America in geography


USA
Guns
Abraham Lincoln
Buildings
Chicago
Arcades
States
Ronald Regan
Baseball
New york
Empire State Building
Cinema
Football
Indians
Clubs
Gold rush
Clothing
The blues
Bill Clinton
Hollywood
White house
Statue of Liberty
Disneyland
School
(Summer Camp)
Los Angeles
George Bush

OHT 6.8

Nuclear power

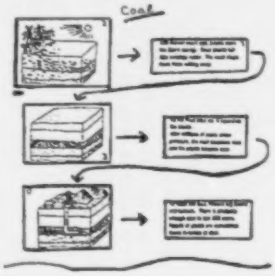
A reading task which obliges pupils to *engage interactively* with the text by classifying the cards.



OHT 6.9

Fossil fuels

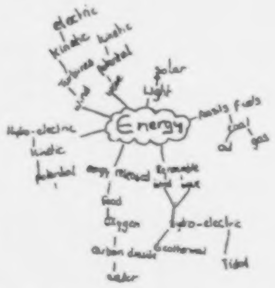
A reading task which obliges pupils to *engage interactively* with the text by matching and sequencing the words and pictures.



OHT 6.10

Energy

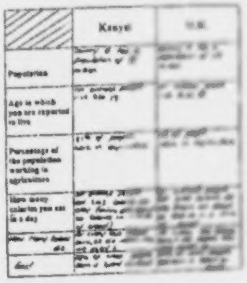
The pupil is *making a record* of what she has learnt in an accessible form.


electric
kinetic
kinetic
potential
solar
Light
Energy
fossils fuels
coal
oil
gas
Hydro-electric
kinetic
potential
energy released
food
oxygen
carbon dioxide
water
Renewable
wind
wave
hydro-electric
Geothermal
Tidal

OHT 6.11

Kenya/UK

The pupil is *making a record* of what she has learnt about the differences between a developed and developing nation by recording the contrasts on a grid.



Finish with OHT 6.12.

OHT 6.12

Ready for more?

- Review the reading demands of the key textbook for your subject.
- Review your own lesson plans for one week and consider the type of reading styles they involve. Plan to support pupils to read in the best way.
- Try out at least one practical idea which features in the EXIT model.
- Consider applying the EXIT model of research when the next opportunity arises.

'Demands on the reader' is from 'The Texture of a Text' by Ruqaiya Hasan, which is taken from *Language, Context and Text: Aspects of Language in a Social-semiotic Perspective*, edited by M A K Halliday and Ruqaiya Hasan, and is reproduced by kind permission of Deakin University, New South Wales, Australia. © Deakin University

We would like to thank the following schools for the pupil work samples in this unit:
OHT 6.7: Hatcham Wood School, Lewisham
OHT 6.8: South Dartmoor Community College, Ashburton
OHT 6.9, 6.10: Lea Valley High School, Enfield
OHT 6.11: Alleynes School, Stone

Reading for information: possible challenges

OHT 6.1

- Prior knowledge
- Subject-specific vocabulary
- Grammar
- High levels of information (dense texts)

Reading for information: useful support

OHT 6.2

- Create a context: brainstorming, group discussion, displays, diagrams, charts, summaries
- Glossaries
- Collaborative work
- Shared reading
- Opportunities to read similar texts

Ways of reading

OHT 6.3

- Continuous reading
- Close reading
- Skimming
- Scanning

Raising Standards
Standards and Effectiveness Unit

Literacy across the curriculum
Reading for information

Reading task 1

What differences are there in the way you read to answer each of these questions?

Passage A
Which of your pupils do you think would enjoy reading this book?

Passage B
What similarities and differences can you see between the naming customs of the different religions described here?

Passage C
What is the origin and meaning of the word *lettuce*?

Reading task 2

OHT 6.5

- What differences are there in the way you read each text?
- How do you account for these differences?
- How important is it that pupils learn to use these ways of reading in your subject?
- How do you teach these ways of reading?

The EXIT model

OHT 6.6

Process stages

1 Activating prior knowledge

2 Establishing purposes

3 Locating information

4 Adopting an appropriate strategy

5 Interacting with the text

6 Monitoring understanding

7 Making a record

8 Evaluating information

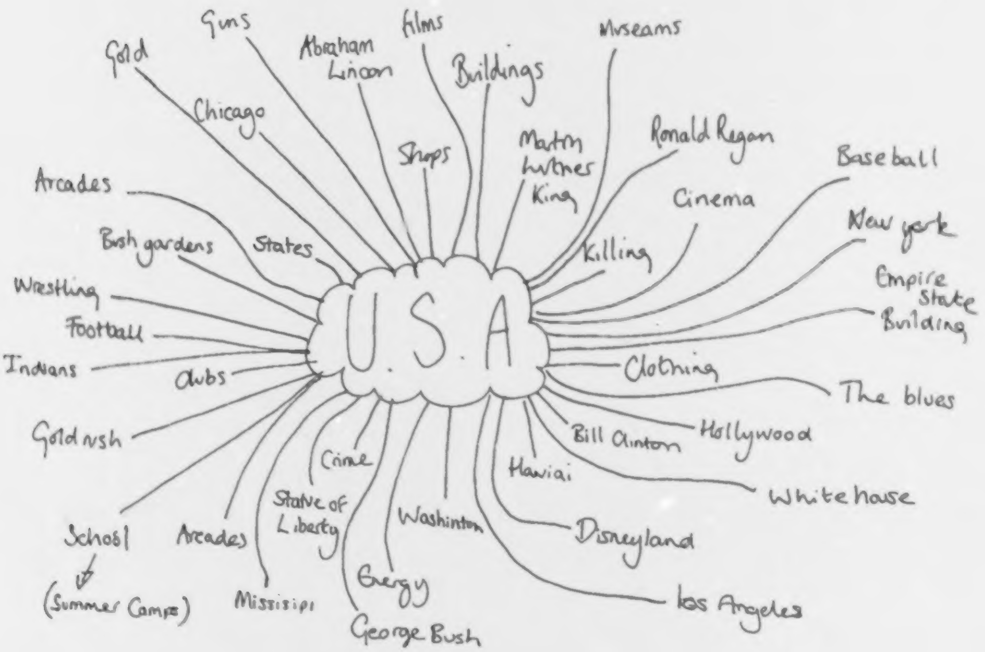
9 Assisting memory

10 Communicating information

USA

OHT 6.7

Brainstorm map to *activate prior knowledge* about America in geography.


U.S.A
Gold
Guns
Abraham Lincon
films
Buildings
Museams
Chicago
Shops
Matin Luther King
Ronald Regan
Baseball
Arcades
Cinema
New york
Bush gardens
States
Killing
Empire State Building
Wrestling
Football
Indians
Clubs
Clothing
The blues
Goldrush
Crime
Bill Clinton
Hollywood
Haviai
White house
Statue of Liberty
Washinton
Disneyland
School
(Summer Camps)
Arcades
Missisipi
Energy
George Bush
Los Angeles

Nuclear power

OHT 6.8

A reading task which obliges pupils to *engage interactively* with the text by classifying the cards.

Nitrate Pollution – weighing the evidence

Below is some information about nitrates.
Read each piece of information and decide whether you think it is good evidence for using nitrates or evidence for not using nitrates.
Place each piece of information into the correct side of the scales (good, bad).
If the information is neither good or bad put it on the base of the scales.

Then use your sorted information to complete the paragraphs.

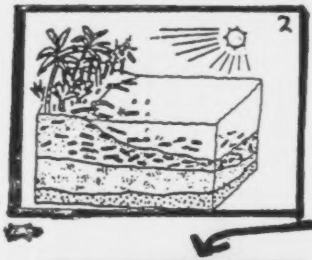
Nitrates are cheap and easy to use	Nitrates are sometimes washed into lakes and rivers. The nitrates can end up in our water supply.	Animal manure contains nitrates
Some scientists think nitrates might cause cancer.	Man-made (artificial) fertilisers contain nitrates.	Nitrates help plants grow.
When nitrates get into rivers, the plants in the rivers grow very quickly. This can block up the river.	When nitrates get into rivers, the plants in the rivers grow very quickly. When the plants rot the oxygen is used up and the fish die.	Nitrates are soluble and dissolve in the water which surrounds soil particles. This means plants can use them easily.
Nitrates get washed out of the soil when it rains which means farmers have to keep using more.	Using nitrates enables farmers to grow more crops.	

Fossil fuels

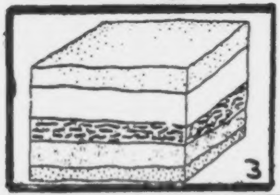
OHT 6.9

A reading task which obliges pupils to *engage interactively* with the text by matching and sequencing the words and pictures.

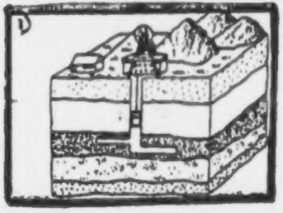
Coal



300 million years ago, plants store the Sun's energy. Dead plants fall into swampy water. The mud stops them from rotting away. 2



As the mud piles up, it squashes the plants.
After millions of years under pressure, the mud becomes rock and the plants become coal.

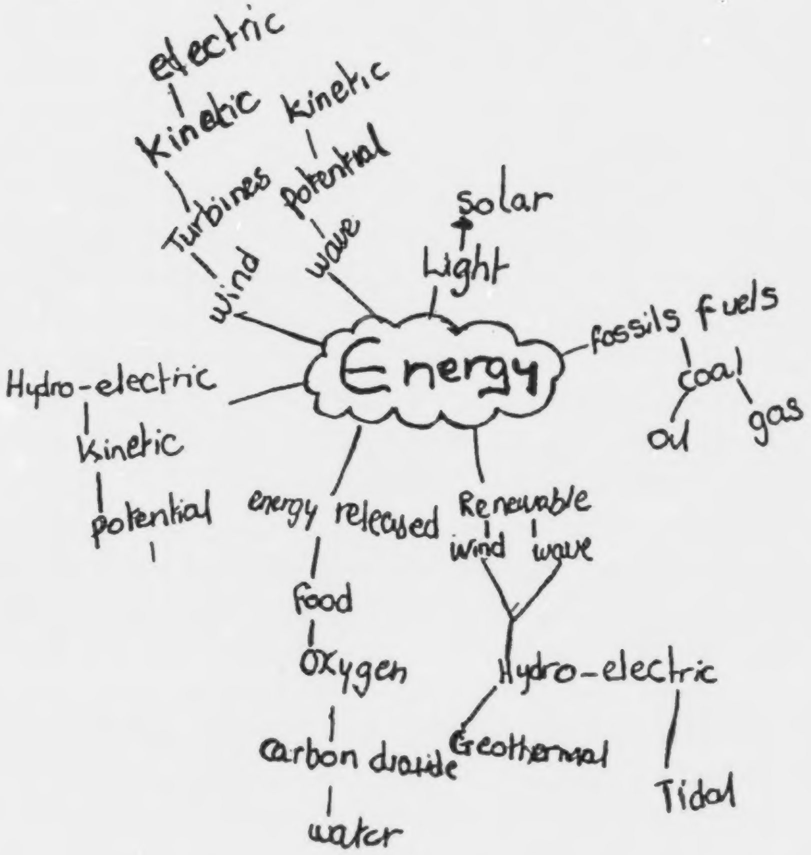


To reach the coal, miners dig shafts and tunnels. There is probably enough coal to last 300 years. Fossils of plants are sometimes found in lumps of coal.

Energy

OHT 6.10

The pupil is *making a record* of what she has learnt in an accessible form.


electric
Kinetic
kinetic
Turbines
potential
wind
wave
solar
Light
Energy
fossils fuels
coal
oil
gas
Hydro-electric
kinetic
potential
energy released
food
Oxygen
carbon dioxide
water
Renewable
wind
wave
Hydro-electric
Geothermal
Tidal

Kenya/UK

OHT 6.11

The pupil is *making a record* of what she has learnt about the differences between a developed and developing nation by recording the contrasts on a grid.

	Kenya	**U.K.**
Population	Country B has a population of 25 million	Country A has a population of 57 million
Age to which you are expected to live	on average people live tobe 59.	on average people live to be 75.
Percentage of the population working in agriculture	81% of people work in agriculture	8% of people work in agriculture
How many calories you eat in a day	on average people eat 2163 Calories per day (theire are about 60 Calories in a slice of bread)	on average people eat 3149 Calories per day (theire are about 60 Calories in a slice of bread.
How Many babies die.	for every 1000 babies born, 67 die before they are aged 1.	for every 1000 babies born, 7 die before they are aged 1.
food	35% of what people earn is spent on food	13% of what people earn is spent on food.

Raising Standards
Standards and Effectiveness Unit

Ready for more?

- Review the reading demands of the key textbook for your subject.
- Review your own lesson plans for one week and consider the type of reading style they involve. Plan to support pupils to read in the best way.
- Try out at least one practical idea which features in the EXIT model.
- Consider applying the EXIT model of research when the next opportunity arises.

Demands on the reader

Handout 6.1

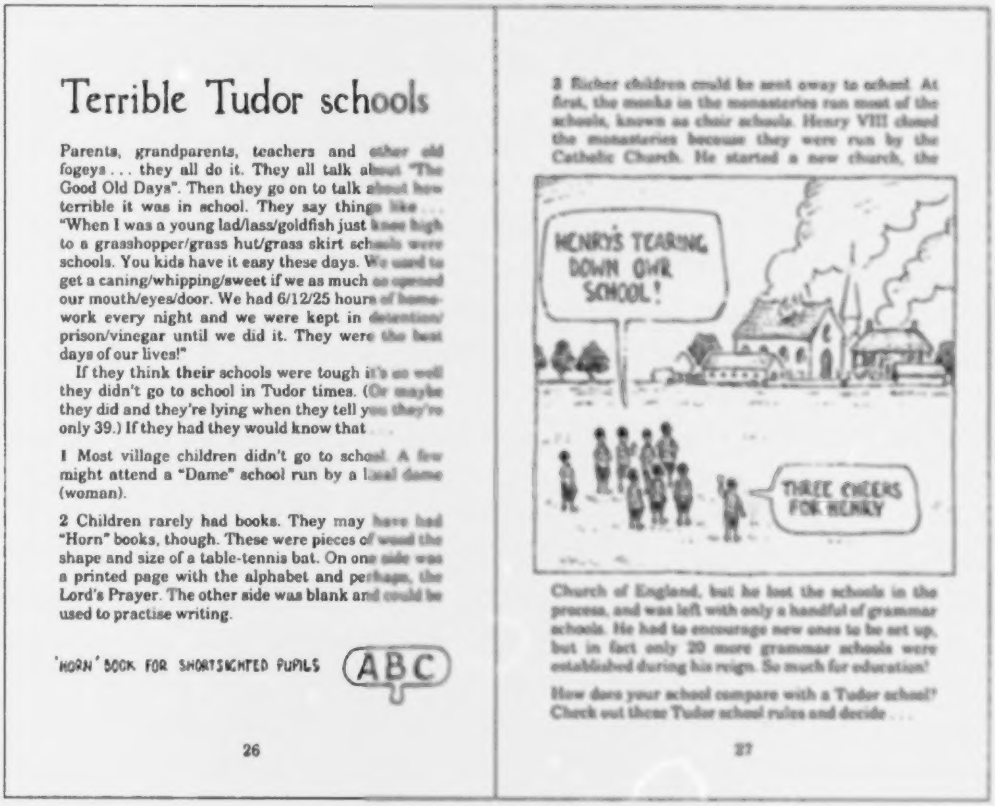
- Read the text extract below
- List the reasons for any difficulties in reading it
- Identify support which might be useful

There is one rather significant difference between similarity and identity chains. If two texts embedded in the same contextual configurations are compared, we are highly likely to find a considerable degree of overlap in at least some of the similarity chains found in them. This is not an accident. The items in a similarity chain belong to the same general field of meaning, referring to (related/similar) actions, events, objects and their attributes. The lexical items in a general field of meaning form a semantic grouping that represents the potential for the formation of similarity chains. This semantic grouping is genre-specific and to the extent that similarity chains are really a part of the total semantic grouping, they too are genre specific. The implication is that if we know that specific social process – the field of discourse – relevant to the interaction, it will be possible to predict that some selection from this or that semantic grouping will appear in the shape of similarity chains in the text generated; equally, selections from given semantic groupings are constitutive of the field of discourse. So, semantic groupings are logically related to specific contextual configurations, though how much of such a grouping will appear in the shape of similarity chains in a particular text of a given genre is open to variation.

'Demands on the reader' is from 'The Texture of a Text' by Ruqaiya Hasan, which is taken from *Language, Context and Text: Aspects of Language in a Social-semiotic Perspective*, edited by M A K Halliday and Ruqaiya Hasan, and is reproduced by kind permission of Deakin University, New South Wales, Australia; © Deakin University.

Passage A

Handout 6.2



Terrible Tudor schools

Parents, grandparents, teachers and other old fogeys . . . they all do it. They all talk about "The Good Old Days". Then they go on to talk about how terrible it was in school. They say things like . . . "When I was a young lad/lass/goldfish just knee high to a grasshopper/grass hut/grass skirt schools were schools. You kids have it easy these days. We used to get a caning/whipping/sweet if we as much as opened our mouth/eyes/door. We had 6/12/25 hours of homework every night and we were kept in detention/prison/vinegar until we did it. They were the best days of our lives!"

If they think their schools were tough it's as well they didn't go to school in Tudor times. (Or maybe they did and they're lying when they tell you they're only 39.) If they had they would know that . . .

1 Most village children didn't go to school. A few might attend a "Dame" school run by a local dame (woman).

2 Children rarely had books. They may have had "Horn" books, though. These were pieces of wood the shape and size of a table-tennis bat. On one side was a printed page with the alphabet and perhaps, the Lord's Prayer. The other side was blank and could be used to practise writing.

'HORN' BOOK FOR SHORTSIGHTED PUPILS

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3 Richer children could be sent away to school. At first, the monks in the monasteries ran most of the schools, known as choir schools. Henry VIII closed the monasteries because they were run by the Catholic Church. He started a new church, the Church of England, but he lost the schools in the process, and was left with only a handful of grammar schools. He had to encourage new ones to be set up, but in fact only 20 more grammar schools were established during his reign. So much for education!

How does your school compare with a Tudor school? Check out these Tudor school rules and decide . . .

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The extract taken from *Horrible Histories: The Terrible Tudors* by Terry Deary and Neil Tonge, illustrated by Martin Brown, published by Scholastic Ltd.

Passage B

Handout 6.3

Choosing a name

Your name is something you take with you everywhere you go. For some people a name is like a membership badge, given at the special time they join the community of believers. Some names have a special religious meaning and can remind people what they believe in.

Saints

Many Orthodox Christians and Roman Catholics are named after saints. Saints are people who let God work in their lives. Christians believe the saints are with God after they die. Catholics and Orthodox Christians sometimes pray to saints to ask for their help. They believe the saint can bring them strength from God.

Each saint has a special feast day in the year. Most Orthodox Christians and Catholics celebrate the day belonging to the saint whose name they share. It is called the name day.

For example:

Anthony	17 January
Maria	15 August
Catherine	25 November
Nicholas	6 December

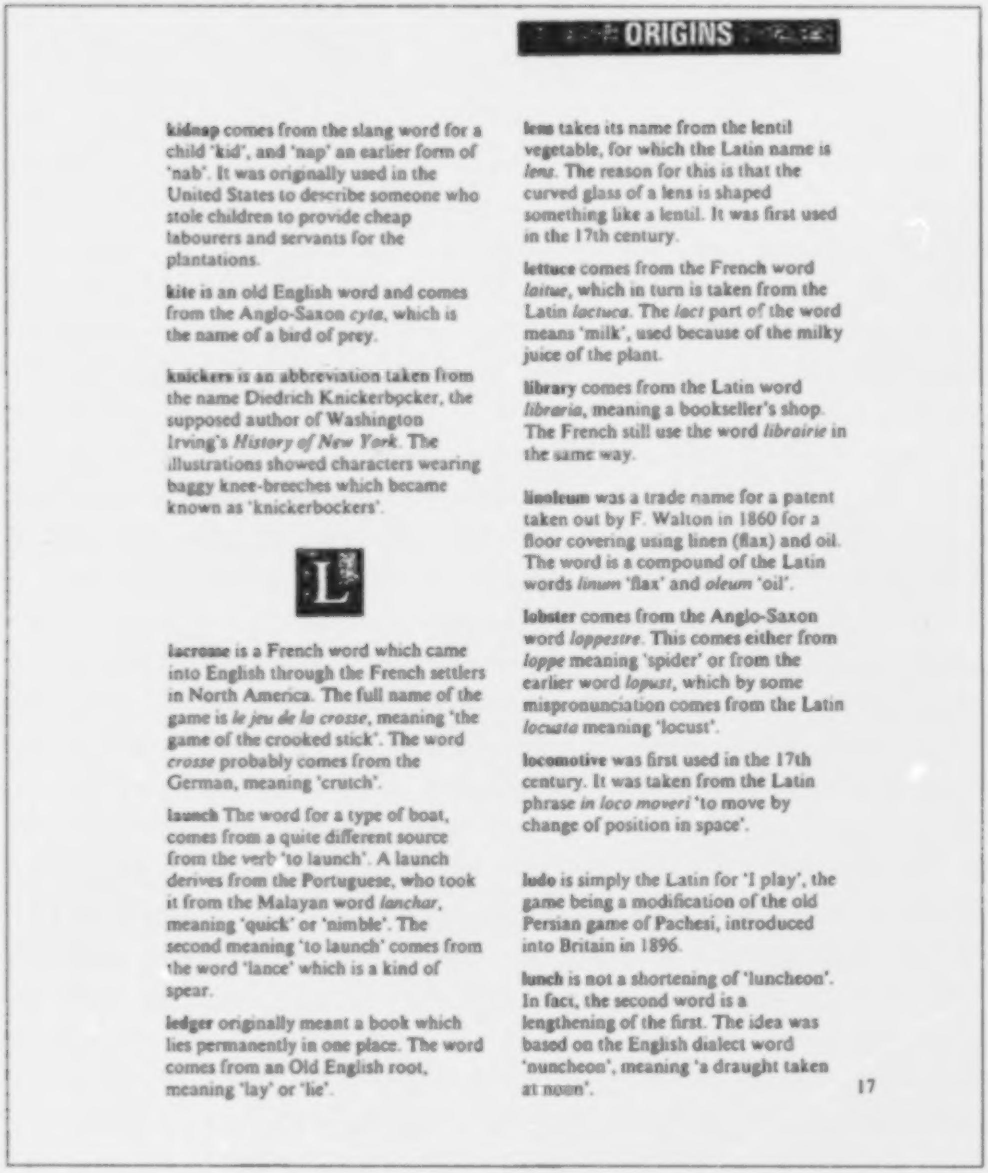
In Greece it is the custom, on a person's name day, for all friends and relations to visit the house for a party. If you know several people with the same name you may have to make several visits!

Muslims sometimes take names from the family of Muhammad. Muhammad was the Prophet, or messenger of Allah. Some Muslims ask their leader (called an imam) to choose their child's name. He chooses names with a meaning to remind Muslims of their faith. For example Abdullah means servant of Allah and Fardose means Heaven.

Sikh babies are named when they are taken to the gurdwara for the first time. There is a reading from the Granth, the holy book of Sikhism. The reader opens the book and looks at the first letter on the page. A name beginning with that letter is then chosen for the baby.

The extract from *Understanding Religions: Birth Customs* by L Rushton, reproduced by permission from Hodder and Stoughton Ltd.

Passage C



ORIGINS

kidnap comes from the slang word for a child 'kid', and 'nap' an earlier form of 'nab'. It was originally used in the United States to describe someone who stole children to provide cheap labourers and servants for the plantations.

kite is an old English word and comes from the Anglo-Saxon *cyta*, which is the name of a bird of prey.

knickers is an abbreviation taken from the name Diedrich Knickerbpcker, the supposed author of Washington Irving's *History of New York*. The illustrations showed characters wearing baggy knee-breeches which became known as 'knickerbockers'.

L

lacrosse is a French word which came into English through the French settlers in North America. The full name of the game is *le jeu de la crosse*, meaning 'the game of the crooked stick'. The word *crosse* probably comes from the German, meaning 'crutch'.

launch The word for a type of boat, comes from a quite different source from the verb 'to launch'. A launch derives from the Portuguese, who took it from the Malayan word *lanchar*, meaning 'quick' or 'nimble'. The second meaning 'to launch' comes from the word 'lance' which is a kind of spear.

ledger originally meant a book which lies permanently in one place. The word comes from an Old English root, meaning 'lay' or 'lie'.

lens takes its name from the lentil vegetable, for which the Latin name is *lens*. The reason for this is that the curved glass of a lens is shaped something like a lentil. It was first used in the 17th century.

lettuce comes from the French word *laitue*, which in turn is taken from the Latin *lactuca*. The *lact* part of the word means 'milk', used because of the milky juice of the plant.

library comes from the Latin word *libraria*, meaning a bookseller's shop. The French still use the word *librairie* in the same way.

linoleum was a trade name for a patent taken out by F. Walton in 1860 for a floor covering using linen (flax) and oil. The word is a compound of the Latin words *linum* 'flax' and *oleum* 'oil'.

lobster comes from the Anglo-Saxon word *loppestre*. This comes either from *loppe* meaning 'spider' or from the earlier word *lopust*, which by some mispronunciation comes from the Latin *locusta* meaning 'locust'.

locomotive was first used in the 17th century. It was taken from the Latin phrase *in loco moveri* 'to move by change of position in space'.

ludo is simply the Latin for 'I play', the game being a modification of the old Persian game of Pachesi, introduced into Britain in 1896.

lunch is not a shortening of 'luncheon'. In fact, the second word is a lengthening of the first. The idea was based on the English dialect word 'nuncheon', meaning 'a draught taken at noon'.

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The extract is from *Wordmasters: Word Origins* copyright © Grisewood and Dempsey 1993. Reproduced by permission of the publisher Kingfisher Publications Plc. All rights reserved.

Handout 6.5

Notes/Questions	The EXIT model: process stages	Purpose
	Activating prior knowledge	
	Establishing purposes	
	Locating information	
	Adopting an appropriate strategy	
	Interacting with the text	
	Monitoring understanding	
	Making a record	
	Evaluating information	
	Assisting memory	
	Communicating information	

The EXIT model

Handout 6.6

	Process stages	Teaching strategies	Purpose
1	Activating prior knowledge	■ Brainstorming ■ Concept-mapping ■ KWL grid*	To remind pupils what they already know and create a context for introducing new learning.
2	Establishing purposes	■ Question-setting ■ KWL grids* ■ QUADS grids**	To understand why the topic is worthy of research, and what will be the aim and outcome.
3	Locating information	■ Situating the learning in meaningful contexts ■ Teacher modelling	To consider where information can be found, and have the skills to find it.
4	Adopting an appropriate strategy	■ Metacognitive discussion ■ Teacher modelling	To plan how to research a topic.
5	Interacting with the text	■ Text marking ■ Text restructuring ■ Rewriting in different text type or genre ■ Cloze ■ Sequencing ■ Labelling	To engage with the meaning of the text and focus on the important features.
6	Monitoring understanding	■ Teacher modelling ■ Strategy charts	To review findings and adjust the research plan in the light of them.
7	Making a record	■ Writing frames ■ Grids ■ Teacher modelling	To cull or distil the relevant knowledge.
8	Evaluating information	■ Discussion of biased texts	To evaluate the validity and reliability of information, and take this into account.
9	Assisting memory	■ Review ■ Revisit ■ Restructuring	To place new knowledge in context, and map it in with other knowledge.
10	Communicating information	■ Different types of writing frames ■ Drama ■ Alternative outcomes	To secure and record new knowledge.

* KWL = 3-column grid entitled:
- What do I already **know** about this topic?
- What do I **want** to know about this topic?
- What have I **learned** about this topic?

** QUADS =
- Questions
- Answers
- Details
- Source

Raising Standards
Standards and Effectiveness Unit

Literacy across the curriculum
Reading for information

7 The management of group talk

Aims:

- To explore the features of effective collaborative talk
- To promote well-informed choices about the size and composition of groups
- To establish the principles of effective task-setting
- To suggest different ways of organising group talk.

Useful for:

- Situations in which too few pupils contribute to class discussion
- Staff who want to develop their repertoire of approaches, perhaps where group work has fallen into a routine.

Timing:

7.1	**Playing your part: productive talk behaviours**	20 minutes
7.2	**Choosing the size and composition of groups**	25 minutes
7.3	**Getting the task in focus**	15 minutes
7.4	**Strategies for organising group talk**	15 minutes
Total		75 minutes

The timing of this module is critical. You have to set a cracking pace, give time warnings and manage the session fairly assertively. Keep a close control on the timing so that you don't end up with the irony of truncating the feedback session.

You will need:

- OHTs 7.1–7.7
- Handouts 7.1–7.8

Explain that the module covers four aspects of group talk:

- the characteristics of effective collaborative talk
- choosing the size and composition of groups
- getting the task in focus
- organising group talk.

7.1 Playing your part: productive talk behaviours
(20 minutes)

As an introduction, *without discussion*, display OHT 7.1, which has a quotation from Neil Mercer's book *Words and Minds*. Read the full quotation while the OHT is displayed. Then explain that this module will be considering strategies for developing collaborative talk which will be helpful in communicating ideas and developing thinking across the curriculum.

OHT 7.1

'*Exploratory talk* is that in which partners engage critically but constructively with each other's ideas. Relevant information is offered for joint consideration … Knowledge is made publicly accountable and reasoning is visible in the talk…

It is an effective way of using language to think… the process of education should ensure that every child is aware of its value and able to use it effectively…

However, observational research evidence suggests that very little of it naturally occurs in classrooms when children work together in groups.'

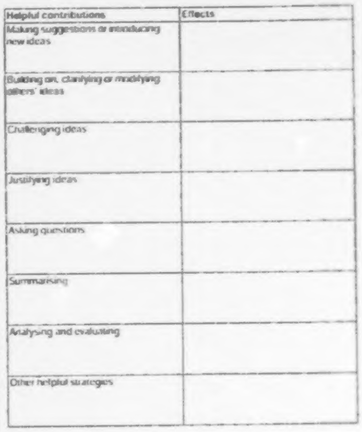
The extract is taken from *Words and Minds: how we use language to think together* by Neil Mercer (Routledge [Taylor and Francis], 2000) and is reproduced by kind permission of the publishers.

Now organise participants into threes. Ask two of the participants to discuss the statements on *Handout 7.1* in the form of cut-up cards: they should use the cards to produce a short statement on the place of group talk in their subject. The statement should consist of five sentences only and should be suitable for display in the remainder of the session. The statements on the cards can be used, rejected, modified, combined with others or supplemented using the spare cards. The third participant should observe the discussion, noting down on *Handout 7.2* the types of contribution that help the pair successfully complete the task.

Handout 7.1

Collaborative talk gives pupils time and space to connect new ideas with what they already know	When pupils discuss ideas with their peers, they can sharpen and refine their own understanding
In collaborative talk, the thinking of individuals is challenged by the contributions of others	Through talking with others, pupils consolidate their own understandings
Through talk, learners can assimilate and become confident in the language of school subjects	Group talk promotes a critical response rather than passive acceptance of other ideas
Group talk raises levels of engagement and motivation in learning experiences	Collaborative talk gives pupils a greater ownership of learning
In group talk, pupils develop their own voice to express their understanding	Group talk develops social and communication skills

Handout 7.2



Helpful contributions	Effects
Making suggestions or introducing new ideas	
Building on, clarifying or modifying others' ideas	
Challenging ideas	
Justifying ideas	
Asking questions	
Summarising	
Analysing and evaluating	
Other helpful strategies	

After no more than 10 minutes, collect and display group statements. Move swiftly on to observers giving brief feedback on the types of contribution that helped the pair complete the task.

Put up OHT 7.2 and ask participants to add to it.

OHT 7.2

Productive talk behaviours

- Making suggestions or introducing new ideas
- Supporting others' suggestions by building upon them, clarifying them or modifying them
- Challenging ideas so that others reflect upon their validity
- Reasoning or justifying ideas
- Asking questions to seek clarification and elaboration
- Summarising to move the discussion on
- Analysing and evaluating to make explicit the strengths and weaknesses of own and others' ideas

7.2 Choosing the size and composition of groups

(25 minutes)

Organise participants into five equal groups. Extras must be spread through these groups as evenly as possible. Distribute *Handout 7.3* and ask each group to take no more than 5 minutes to fill in one line which you allocate to them (*Individual, Pair,* etc). Warn everyone to keep notes. They will need them.

Handout 7.3

Group size

Size	Benefits	Limitations	When to use
Individual			
Pair			
Small group 3–4			
Large group 5–7			
Whole class			

Ask each group to give each member a letter starting with A. Now create new groups of As, Bs, Cs, etc. If it works properly, these new groups should contain a member of each of the original group. This is known as a 'rainbow' group. One of the features of this module is that it models different ways of organising feedback.

Each member now feeds back to the others so that everyone can fill in their grid. Allow 5 minutes, then distribute *Handout 7.4* and ask the group to work on all five sections together in a similar way. Allow 10 minutes.

Handout 7.4

Group composition

Mix	Benefits	Limitations
Friendship groups		
Ability groups		
Structured mix		
Random mix		
Single sex		

After 10 minutes, draw the discussion to a close and put up OHT 7.3, and ask participants to suggest, in the light of their discussions, what size and composition of group would be suitable for the different purposes specified.

OHT 7.3

Classroom grouping

- Generating discussion of a current social issue
- Getting feedback on a draft of a written assignment
- Collaborating to create a substantial wall display on the current topic
- Two minutes to discuss an example prior to whole class discussion
- Targeted feedback on written performance in a test

7.3 Getting the task in focus (15 minutes)

Put up OHT 7.4 and give participants a moment to digest it before asking them if they could add to this list from their own experience.

OHT 7.4

Problems during group work

- One or two pupils in each group are not contributing.
- One group is stuck and looking quite awkward and embarrassed.
- When you join the groups, they get self-conscious and stop talking.
- You were hoping for an exploratory discussion of possibilities, but they seem to have reverted to banter and lists of known facts.
- You have allowed 15 minutes for in-depth discussion, but they ran out of steam once they had aired the obvious issues in the first three minutes.
- They seem to enjoy talking about the subject but when it comes to feedback, nobody wants to volunteer and you end up making all the running.

Once you have aired the common problems, ask participants in groups to discuss their ways of dealing with these situations, and how they might be tackled. Ask them to generate a list of 'golden rules' for making group oral tasks work well. Use OHT 7.5 to set them off. Allow 5 minutes, or until the groups have flushed out a handful of points.

OHT 7.5

Golden rules

- All talk activities, even short ones should have clear and explicit outcomes.
- Tell the groups how long they have for the task.

After 5 minutes, ask each group to nominate an 'envoy'. Ask the envoys to move round to the next group, and share his or her golden rules with them, explaining the thinking behind them very briefly. In return, the group share any other rules that they have come up with. The envoy then returns and shares his or her findings with the home group, and together they refine their set of rules.

Invite one group to read aloud their golden rules, and quickly ask other groups if they wish to add anything. You may wish to tell participants that they will receive a debriefing sheet at the end of the session, containing a number of suggestions for this and previous activities.

7.4 Strategies for organising group talk (15 minutes)

This section considers a range of different strategies for organising group talk and managing effective feedback.

Ask participants to arrange themselves in subjects or faculties and distribute *Handout 7.5*.

Handout 7.5

1 of 2

Strategies for organising group talk

Pair talk

Easy to organise even in cramped classrooms. Ideal to promote high levels of participation and to ensure that the discussions are highly focused, especially if allied to tight deadlines. Use in the early stages of learning for pupils to recall work from a previous lesson, generate questions, work together to plan a piece of writing, or to take turns to tell a story. Use pairs to promote 'response partners' during the drafting process, and to work as reading partners with an unfamiliar text. Ideal for quick-fire reflection and review and for rehearsal of ideas before presenting them in the whole class.

Pairs to fours

Pupils work together in pairs – possibly friendship, possibly boy-girl, etc. Each pair then joins up with another pair to explain and compare ideas.

Listening triads

Pupils work in groups of three. Each pupil takes on the role of talker, questioner or recorder. The talker explains something, or comments on an issue, or expresses opinions. The questioner prompts and seeks clarification. The recorder makes notes and gives a report at the end of the conversation. Next time, roles are changed.

Envoys

Once groups have carried out a task, one person from each group is selected as an 'envoy' and moves to a new group to explain and summarise, and to find out what the new group thought, decided or achieved. The envoy then returns to the original group and feeds back. This is an effective way of avoiding tedious and repetitive 'reporting back' sessions. It also puts a 'press' on the envoy's use of language and creates groups of active listeners.

Snowball

Pairs discuss an issue, or brainstorm some initial ideas, then double up to fours and continue the process, then into groups of eight in order to compare ideas and to sort out the best or to agree on a course of action. Finally, the whole class is drawn together and spokespersons for each group of eight feed back ideas. A useful strategy to promote more public discussion and debate.

Handout 7.5

2 of 2

Strategies for organising group talk

Rainbow groups

A way of ensuring that pupils are regrouped and learn to work with a range of others. After small groups have discussed together, pupils are given a number or colour. Pupils with the same number or colour join up, making groups comprising representatives of each original group. In their new group pupils take turns to report back on their group's work and perhaps begin to work on a new, combined task.

Jigsaw

A topic is divided into sections. In 'home' groups of four or five, pupils allocate a section each, and then regroup into 'expert' groups. In these groups, experts work together on their chosen area, then return to original 'home' groups to report back on their area of expertise. The 'home' group is then set a task that requires the pupils to use the different areas of 'expertise' for a joint outcome. This strategy requires advance planning, but is a very effective speaking and listening strategy because it ensures the participation of all pupils.

Spokesperson

Each group appoints a spokesperson. The risks of repetition can be avoided if:

- One group gives a full feedback, and others offer additional points only if they have not been covered.
- Each group is asked in turn to offer one new point until every group 'passes'.
- Groups are asked to summarise their findings on A3 sheets which are then displayed. The class is invited to compare and comment on them.

Remind participants that they have experienced some of these strategies in the course of the session, and ask them to discuss the points on OHT 7.6.

OHT 7.6

- Discuss the potential benefits of different organisational strategies for group talk in your own subject.
- Discuss your own experience of the language demands in this session – eg as an envoy and during the rainbow groups.

Allow time for this discussion, then distribute *Handouts 7.6–7.8*.

Handout 7.6

Group size

Size	Benefits	Limitations	When to use
Individual	• Has to think for self	• Isolated within own experience and knowledge	• When you want to be sure it is all their own work
Pair	• Obliged to talk • Secure • Unthreatening • No need to move desks • Quick	• Prone to quick consensus • Little challenge from different viewpoints • How to allocate the loners	• When the topic is personal or sensitive • When you need only brief discussion
Small group 3–4	• Diversity of opinion without being too threatening a size • Turning a pair round can create a table of four without moving desks	• Social pressures begin to set in: 'We always work together', 'Do we have to work with girls?', 'I have no one to work with' • It is possible to stay quiet once there are more than two	• To build confidence • To increase social interaction in the class • As an interim stage to whole class discussion
Large group 5–7	• Diversity of ideas, experience and opinion • Bridges the gap between small group experience and contributing to whole-class discussion	• Have to move desks • Requires chairing and social skills • Can easily be dominated • More pupils remain silent	• For discussion requiring a range of views and ideas • For developing teamwork
Whole class	• Everyone gets the same experience • Teacher can monitor and support the talk	• Several pupils remain silent • Frustrating trying to contribute, having to wait, discussion moving on, etc • Risk of domination by the bright, confident and talkative • Risk that the teacher does most of the talking	• When it is essential that all pupils hear the same messages

Handout 7.7

Group composition

Mix	Benefits	Limitations	When to use
Friendship groups	• Secure and unthreatening	• Prone to consensus • The allocation of loners	• When sharing and confidence-building are priorities
Ability groups	• Work can be pitched at the optimum level of challenge	• Visible in-class setting	• When differentiation can only be achieved by task
Structured mix	• Ensures a range of views	• Reproduces the power relations in society	• When diversity is required
Random mix	• Builds up pupils' experiences of different partners and views • Accepted by pupils as democratic	• Can get awkward mixes, bad group chemistry	• When pupils complain about who is allowed to sit with whom • When groups have become stale
Single sex	• Socially more comfortable for some	• Furthers the gender divide	• In contexts where one sex habitually loses out – eg competing to control the computer keyboard

Handout 7.8

Golden rules

- Groupings should be teacher-managed and planned to suit the task – eg mixed ability groups, ability groups, mixed gender, etc.
- All talk activities, even short ones, should have clear and explicit outcomes.
- Tell the groups how long they have for the task.
- Allocate roles to group members – eg group roles (chair, observer, timekeeper, spokesperson, minute-taker) or discussion roles (proposer, devils' advocate, opposer, supporter, summariser, sceptic).
- Stage or structure the talk around a prompt list or task guidelines or the oral equivalent of a writing frame.
- Indicate the kind of talk you want – eg by providing a useful list of starter phrases: *I wonder if…, What if…, Would it work if…, What about….*
- Use one group member as an observer to give feedback on the way the group worked together and how they might improve.
- Debrief the activity by reflecting on the kinds of talk and group strategies that work best for the task in hand.
- Every group member should have an 'entitlement to speak' – eg hand out an equal number of counters to each person: each time they speak, they use one counter. (This also allows the teacher to monitor contributions from members in all groups.)
- Feedback on discussion should be scaffolded to allow talk to be redrafted and built upon – eg pairs feedback in fours, then building up to whole-class discussion.
- Define the teacher's role, particularly if he or she joins the group – eg eavesdropper, taking interim feedback, temporary group member.
- Group tasks should be sufficiently challenging to necessitate collaboration.

To finish, show OHT 7.7.

OHT 7.7

Ready for more?

- Try out one new method of organising group discussion in the near future.
- In the next half-term, plan one session of group talk thoroughly including:
  - group size
  - group composition
  - task specification: time, task, outcomes
  - strategies for group talk and feedback.

The extract is taken from *Words and Minds: how we use language to think together* by Neil Mercer (Routledge [Taylor and Francis], 2000) and is reproduced by kind permission of the publishers.

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Productive talk behaviours

OHT 7.2

- Making suggestions or introducing new ideas
- Supporting others' suggestions by building upon them, clarifying them or modifying them
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Classroom grouping

OHT 7.3

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Problems during group work

OHT 7.4

- One or two pupils in each group are not contributing.
- One group is stuck and looking quite awkward and embarrassed.
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Golden rules

OHT 7.5

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OHT 7.6

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Ready for more?

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In group talk, pupils develop their own voice to express their understanding	Group talk develops social and communication skills

Helpful contributions	**Effects**
Making suggestions or introducing new ideas	
Building on, clarifying or modifying others' ideas	
Challenging ideas	
Justifying ideas	
Asking questions	
Summarising	
Analysing and evaluating	
Other helpful strategies	

Group size

Handout 7.3

Size	Benefits	Limitations	When to use
Individual			
Pair			
Small group 3–4			
Large group 5–7			
Whole class			

Raising Standards
Standards and Effectiveness Unit

Literacy across the curriculum
The management of group talk

Group composition

Handout 7.4

Mix	Benefits	Limitations
Friendship groups		
Ability groups		
Structured mix		
Random mix		
Single sex		

Raising Standards
Standards and Effectiveness Unit

Strategies for organising group talk

Handout 7.5
1 of 2

Pair Talk
Easy to organise even in cramped classrooms. Ideal to promote high levels of participation and to ensure that the discussions are highly focused, especially if allied to tight deadlines. Use in the early stages of learning for pupils to recall work from a previous lesson, generate questions, work together to plan a piece of writing, or to take turns to tell a story. Use pairs to promote 'response partners' during the drafting process, and to work as reading partners with an unfamiliar text. Ideal for quick-fire reflection and review and for rehearsal of ideas before presenting them in the whole class.

Pairs to fours
Pupils work together in pairs – possibly friendship, possibly boy-girl etc. Each pair then joins up with another pair to explain and compare ideas.

Listening triads
Pupils work in groups of three. Each pupil takes on the role of talker, questioner or recorder. The talker explains something, or comments on an issue, or expresses opinions. The questioner prompts and seeks clarification. The recorder makes notes and gives a report at the end of the conversation. Next time, roles are changed.

Envoys
Once groups have carried out a task, one person from each group is selected as an 'envoy' and moves to a new group to explain and summarise, and to find out what the new group thought, decided or achieved. The envoy then returns to the original group and feeds back. This is an effective way of avoiding tedious and repetitive 'reporting back' sessions. It also puts a 'press' on the envoy's use of language and creates groups of active listeners.

Snowball
Pairs discuss an issue or brainstorm some initial ideas, then double up to fours and continue the process, then into groups of eight in order to compare ideas and to sort out the best or to agree on a course of action. Finally, the whole class is drawn together and spokespersons for each group of eight feed back ideas. A useful strategy to promote more public discussion and debate.

Rainbow groups
A way of ensuring that pupils are regrouped and learn to work with a range of others. After small groups have discussed together, pupils are given a number or colour. Pupils with the same number or colour join up, making groups comprising representatives of each original group. In their new group pupils take turns to report back on their group's work and perhaps begin to work on a new, combined task.

Jigsaw
A topic is divided into sections. In 'home' groups of four or five, pupils allocate a section each, and then regroup into 'expert' groups. In these groups, experts work together on their chosen area, then return to original 'home' groups to report back on their area of expertise. The 'home' group is then set a task that requires the pupils to use the different areas of expertise for a joint outcome. This strategy requires advance planning, but is a very effective speaking and listening strategy because it ensures the participation of all pupils.

Spokesperson
Each group appoints a spokesperson. The risks of repetition can be avoided if:

- One group gives a full feedback, and others offer additional points only if they have not been covered.
- Each group is asked in turn to offer one new point until every group 'passes'.
- Groups are asked to summarise their findings on A3 sheets which are then displayed. The class is invited to compare and comment on them.

Group size

Handout 7.6

Size	Benefits	Limitations	When to use
Individual	■ Has to think for self	■ Isolated within own experience and knowledge	■ When you want to be sure it is all their own work
Pair	■ Obliged to talk ■ Secure ■ Unthreatening ■ No need to move desks ■ Quick	■ Prone to quick consensus ■ Little challenge from different viewpoints ■ How to allocate the loners	■ When the topic is personal or sensitive ■ When you need only brief discussion
Small group 3–4	■ Diversity of opinion without being too threatening a size ■ Turning a pair round can create a table of four without moving desks	■ Social pressures begin to set in: 'We always work together', 'Do we have to work with girls?', 'I have no-one to work with' ■ It is possible to stay quiet once there are more than two	■ To build confidence ■ To increase social interaction in the class ■ As an interim stage to whole class discussion
Large group 5–7	■ Diversity of ideas, experience and opinion. ■ Bridges the gap between small group experience and contributing to whole-class discussion	■ Have to move desks ■ Requires chairing and social skills ■ Can easily be dominated ■ More pupils remain silent	■ For discussion requiring a range of views and ideas ■ For developing teamwork
Whole class	■ Everyone gets the same experience ■ Teacher can monitor and support the talk	■ Several pupils remain silent ■ Frustrating trying to contribute, having to wait, discussion moving on, etc ■ Risk of domination by the bright, confident and talkative ■ Risk that the teacher does most of the talking	■ When it is essential that all pupils hear the same messages

Group composition

Handout 7.7

Mix	Benefits	Limitations	When to use
Friendship groups	■ Secure and unthreatening	■ Prone to consensus ■ The allocation of loners	■ When sharing and confidence-building are priorities
Ability groups	■ Work can be pitched at the optimum level of challenge	■ Visible in-class setting	■ When differentiation can only be achieved by task
Structured mix	■ Ensures a range of views	■ Reproduces the power relations in society	■ When diversity is required
Random mix	■ Builds up pupils' experiences of different partners and views ■ Accepted by pupils as democratic	■ Can get awkward mixes, bad group chemistry	■ When pupils complain about who is allowed to sit with whom ■ When groups have become stale
Single sex	■ Socially more comfortable for some	■ Furthers the gender divide	■ In contexts where one sex habitually loses out – eg competing to control the computer keyboard

Golden rules

Handout 7.8

- Groupings should be teacher-managed and planned to suit the task – eg mixed ability groups, ability groups, mixed gender etc.
- All talk activities, even short ones, should have clear and explicit outcomes.
- Tell the groups how long they have for the task.
- Allocate roles to group members – eg group roles (chair, observer, timekeeper, spokesperson, minute-taker) or discussion roles (proposer, devils' advocate, opposer, supporter, summariser, sceptic).
- Stage or structure the talk around a prompt list or task guidelines or the oral equivalent of a writing frame.
- Indicate the kind of talk you want – eg by providing a useful list of starter phrases: *I wonder if…, What if…, Would it work if…, What about….*
- Use one group member as an observer to give feedback on the way the group worked together and how they might improve.
- Debrief the activity by reflecting on the kinds of talk and group strategies that work best for the task in hand.
- Every group member should have an 'entitlement to speak' – eg hand out an equal number of counters to each person: each time they speak, they use one counter. (This also allows the teacher to monitor contributions from members in all groups.)
- Feedback on discussion should be scaffolded to allow talk to be redrafted and built upon – eg pairs feedback in fours, then building up to whole-class discussion.
- Define the teacher's role, particularly if he or she joins the group – eg eavesdropper, taking interim feedback, temporary group member.
- Group tasks should be sufficiently challenging to necessitate collaboration.

8 Listening

Aims:

- To identify the different listening demands made on pupils
- To identify features of teaching that develop pupils' skills in listening for information
- To improve pupils' attainment by using teaching strategies that promote effective listening.

Useful for:

- Schools where poor concentration and listening are perceived as impediments to pupils' attainment
- For whole schools or departments where listening skills have been identified for development.

Timings:

8.1	**Why teach listening**	15 minutes
8.2	**Listening with a focus: objectives 6 and 7**	45 minutes
8.3	**Supporting listening across the curriculum and 'Ready for more'**	15 minutes
Total		75 minutes

You will need:

- OHTs 8.1–8.8
- Handouts 8.1–8.4
- CD player and CD extract 'King Death' only
- Flipchart
- *Year 7 speaking and listening bank* (for display)

8.1 Why teach listening? (15 minutes)

Begin by telling participants that they will be doing a lot of listening, but also responding in this unit! Ask participants the question: How developed is your listening stamina?

Ask them to consider what is the longest time they ever listen to a continuous spoken text – eg radio documentary, lecture, political speech, etc. Take brief feedback.

Suggest 1 hour is usually the maximum – eg a 1-hour radio play.

Make the point that listening is a social skill. In the 1830s crowds flocked to St Mary's, Oxford, on Sunday afternoons to hear J H Newman preach – his sermons lasted 1½ hours on average. Nowadays we do not tend to listen to continuous spoken text for such a sustained time. Elaborate this point with OHT 8.1.

OHT 8.1

It is probably fair to say:

- We listen less and watch more
- We often 'half' listen – radio or TV on as background
- Sustained listening (eg to lengthy story, radio play, lecture) is an infrequent experience for most pupils and many adults

But

- 50–75% of pupils' classroom time is spent listening to the teacher, other pupils or audio media

Now ask participants to think of a time when they listened really carefully, and a different occasion when listening was difficult.

In pairs or small groups, they should discuss:

- What were the circumstances, features and conditions of each situation?

Take brief feedback, using OHT 8.2 as a starting point and elaborating the third bullet by explaining that effective listening does not mean deep listening on every occasion. We can listen to get the gist, to select (listen out for), to infer and deduce (listen beyond). Point out the similarities between the processes of reading and those of listening.

OHT 8.2

Being able to listen depends on:

- the quality of the material you are attending to
- the purpose for listening
- the type of listening involved
- the quality of the presentation – eg audibility, tone of voice, use of visual aids and other props etc
- the nature of the listening environment

Introduce OHT 8.3 by saying that it is important to support pupils in listening well, to increase participation and raise achievement in all subject areas.

OHT 8.3

Listening and learning

- Listening is an invisible and largely untaught skill.
- Listening is a vital tool for learning.
- The ability to absorb, sift and respond to spoken text is an essential element in achievement in all curricular areas.
- Listening must be planned for, taught, developed and assessed.

Show OHT 8.4 (some objectives for Year 7 from the *Framework for teaching English*) and explain that there are four listening objectives plus objectives in group discussion which are also particularly important for listening. Although the English department will be taking the main responsibility for teaching these objectives, every subject has a role in recognizing and reinforcing these skills.

Now distribute *Handout 8.1*. Ask participants to work with a colleague from a similar subject area.

- Discuss where you might teach some of these objectives in your current schemes of work.

Take brief feedback.

OHT 8.4/Handout 8.1

Objectives from the *Framework for teaching English* (Year 7)

Listening

6. **listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed;**
7. answer questions pertinently, drawing on relevant evidence or reasons;
8. identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg *emotive vocabulary, verbal humour;*
9. recognise the way familiar spoken texts, eg *directions, explanations,* are organised and identify their typical features, eg *of vocabulary or tone;*

Group discussion and interaction

10. **identify and report the main points emerging from discussion, eg to agree a course of action including responsibilities and deadlines;**
11. adopt a range of roles in discussion, including acting as spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning;
13. work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;
14. acknowledge other people's views, justifying or modifying their own views in the light of what others say;

Emphasise that the bold objectives are key skills, crucial to pupils' language development, which can be taught and developed to support learning in any area of the curriculum.

Explain to participants that they are going to focus on objectives 6 and 7, but that the activities are also relevant for the objectives for group discussion.

8.2 Listening with a focus: objective 6 and 7 (45 minutes)

Show OHT 8.5, which introduces a sequence for teaching listening.

OHT 8.5

- Activate prior knowledge
- Cue pupils in to genre/content
- Establish purpose/objective
- Model the process
- Provide support for focused listening eg. a note -taking frame
- Review the learning

Stress the importance of ensuring that pupils are 'ready to listen' because they are clear about the purpose for listening, have been introduced to the nature of the spoken text (discussion, talk, reading aloud etc), and have seen the process of listening with a focus modelled for them.

The 'Review' part is important because pupils can both reflect on the content of their learning and also review how well they were able to listen – a vital feature in improving listening skills.

Remind participants that the ability to answer questions is demanded by all teachers in all subject areas. Pupils need to justify their answers using what they have heard as evidence. This is a key feature of progression in all subjects.

The focus of this section and the activity which follows demonstrates an approach which structures and supports listening in order to promote the skills of focused listening and recall, leading to effective answering and debate. Explain to participants that they will be asked in a moment to listen to a spoken text taken from *A History of Britain* by Simon Schama, entitled 'King Death'. The text has been chosen to illustrate a number of features of teaching listening.

Introduce the tape only very briefly, explaining it is the sort of extract that could be used as part of a history unit of work on the Black Death. Explain to participants that you will be playing the extract twice, and for the first run through, you would would like them to 'just listen'.

Play the extract all the way through.

Immediately it has finished, ask participants in pairs to discuss briefly the following questions:

- What did you find yourself doing as a listener?
- What challenges does the extract present for listening?

Take brief feedback. The following points may well emerge – if not seek to elicit them:

- Lack of a purpose makes it hard to concentrate.
- This is a 'cold' listening in that participants were unprepared to listen for any specific purpose.
- Listening concentration and 'stamina' is affected by degree of prior knowledge and interest in the topic.

- The nature of the text itself (eg. specialist vocabulary, sentence structure) can be both a barrier to effective listening, but other features can aid listening (eg effective and evocative images, concrete examples etc.)
- An initial unstructured listening experience can help the listener to get the 'gist' and develop an understanding of the bigger picture before having to focus in on specific listening for a purpose.

Make sure you have left approximately 25 minutes for this section of the activity.

Now explain that you will replay the extract, to demonstrate a way of promoting focused listening and recall (Objective 6), and to prepare listeners to answer questions and use supporting evidence (Objective 7).

Ask participants to work in pairs. Give each pair a numbered question to respond to, 1 or 2.

Give out Handout 8.2

Handout 8.2
Listening with a focus

Question 1
What key facts do we learn about how the Black Death spreads?

Question 2
How do we know the plague had a catastrophic impact on London in 1348? ('infer/deduce')

Give out handout 8.3 which is a simple note-making frame, and ask participants to listen very carefully in order to gather information that will help them answer the question they have been allocated. Explain that they can use the other sections of the frame to record other responses: there is a space for their own thoughts and ideas, and one for questions that spring to mind as they are listening.

Handout 8.3

Before you replay the extract, support the note taking activity by showing participants an example of a set of brief notes in response to a third question on OHT 8.6. Alternatively, you could model the note-taking by doing it on a flip chart and demonstrating the process you went through. Your question is:

How were the inhabitants of Melcombe infected by the plague?

OHT 8.6

How were the inhabitants of Melbourne infected by the plague?

Remind participants of their task and question, then replay the tape.

When it has finished, allow participants two minutes in their pairs to compare notes and prepare to explain what they have discovered.

Pairs should then join with another pair who had taken the other question. In turn each pair should:

- Explain what they had found out in answer to their question, and respond to any further questions from the other pair.
- Discuss how the quality of their listening differed on this occasion, and why.

Take feedback, focusing firmly on the general points that can be made about the quality of listening, and how the task aided that. Do not get sidetracked into detailed discussion of the content of the extract! Point out that teachers have had years to hone their skill in making notes, but it is not a natural skill, and we can't assume that all pupils understand the process. Modelling is a way of making it visible for them. Explain that Module 9 in the Literacy Across the Curriculum Training Pack focuses explicitly and in considerable detail on ways of teaching note-making.

Explain that if pupils were carrying out this or a similar activity, following class discussion of the historical content, the next step would be for the class to evaluate the quality of the answers and evidence offered to support them (i.e attention would be given to the literacy focus – the quality of listening).

Show OHT 8.7 in order to sum up.

OHT 8.7

Teaching listening

- Plan for active listening.
- Model good listening.
- Teach listening skills explicitly.
- Teach note-taking to select and transform information and to aid memory.

8.3 Supporting listening across the curriculum and 'Ready for more' (15 minutes)

Finish the session by distributing Handout 8.4 which highlights some further ideas for developing active listening skills across the curriculum. Invite participants to read the handout, and to add any suggestions of their own to those listed.

Handout 8.4

Supporting listening across the curriculum

Teaching strategies

1. Provide a clear focus or hook to structure listening.
2. Use clear strategies for reporting back, such as jigsaw groups, envoying, etc (see module 7). These all lead naturally into planned talk and oral rehearsal which in turn support enhanced written outcomes.
3. Many activities are ideally suited to brief sections of a lesson, eg starter activities in English.
4. Ask pupils to respond physically – raise hands, stand up – every time they hear relevant items of information, or specific language features.
5. Make note-taking collaborative by numbering pupils 1 to .... Ask all the number 1s to listen for and record certain items of information, number 2s another focus, etc. Groups then jigsaw to collate and present their information in desired format, oral or written.
6. Ask pupils to listen to a passage and respond to/record either verifiable facts or matters of opinion. They should justify their decisions and discuss any tricky points.
7. Ask pupils to identify and jot down a limited number of key words or phrases (and no more) in a piece of information (eg six).
8. Ask pupils to record information using a specific device such as a chart (eg who, what, where, when, how and why or cause, effect, impact, location), grid, spider diagram, pictorial diagram with labels, a table, etc (see unit on making notes for further ideas).
9. Use listening strategies to focus on and reinforce literacy objectives in all subject areas.
10. Model good listening.

Show OHT 8.8 'Read for More'. Ask participants to use the suggestions on OHT 8.8 to identify actions they will take as a result of having worked through this module. Draw participants' attention to the *Year 7 speaking and listening bank*, which contains many more ideas for effective teaching strategies.

OHT 8.8

Ready for more?

- Plan to teach 2/3 lessons where listening is a focus *or* to teach some listening activites as starter activities.
- Plan to teach a lesson using the 'listening sequence'.
- Try out one of the teaching strategies used in this unit, listed on *Handout 8.4*, or described in the *Year 7 speaking and listening bank*.

'King Death' is an extract from *A History of Britain* by Simon Schama, published by BBC Worldwide Ltd. Permission granted by Peters Fraser and Dunlop on behalf of Simon Schama.

OHT 8.1

It is probably fair to say:

- We listen less and watch more
- We often 'half' listen – radio or TV on as background
- Sustained listening (eg to lengthy story, radio play, lecture) is an infrequent experience for most pupils and many adults

But

- 50–75% of pupils' classroom time is spent listening to the teacher, other pupils or audio media

Being able to listen depends on:

- the quality of the material you are attending to
- the purpose for listening
- the type of listening involved
- the quality of the presentation – eg tone of voice, humour, etc.

Raising Standards
Standards and Effectiveness Unit

Listening and learning

OHT 8.3

- Listening is an invisible and largely untaught skill.
- Listening is a vital tool for learning.
- The ability to absorb, sift and respond to spoken text is an essential element in achievement in all curricular areas.
- Listening must be planned for, taught, developed and assessed.

Raising Standards
Standards and Effectiveness Unit

Objectives from the *Framework for teaching English* (Year 7)

Listening

6. **listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed;**
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8. identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg *emotive vocabulary, verbal humour;*
9. recognise the way familiar spoken texts, eg *directions, explanations,* are organised and identify their typical features, eg *of vocabulary or tone;*

Group discussion and interaction

10. **identify and report the main points emerging from discussion, eg *to agree a course of action including responsibilities and deadlines;***
11. adopt a range of roles in discussion, including acting as spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning;
13. work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;
14. acknowledge other people's views, justifying or modifying their own views in the light of what others say;

- Activate prior knowledge
- Cue pupils in to genre/content
- Establish purpose/objective
- Model the process
- Provide support for focused listening eg. a note –taking frame
- Review the learning

How were the inhabitants of Melbourne infected by the plague?

Facts/key points	Own opinion/views	Questions/queries
Infected fleas on Gascon ships		Where did the plague originate?
Droppings inhaled or people bitten	Didn't know this!	*We* know it was the plague... what did the people at the time believe?
death in 4 days		

Raising Standards
Standards and Effectiveness Unit

Teaching listening

- Plan for active listening.
- Model good listening.
- Teach listening skills explicitly.
- Teach note-taking to select and transform information and to aid memory.

Ready for more?

OHT 8.8

- Plan to teach 2/3 lessons where listening is a focus *or* to teach some listening activites as starter activities.
- Plan to teach a lesson using the 'listening sequence'.
- Try out one of the teaching strategies used in this unit, listed on *Handout 8.4*, or described in the *Year 7 speaking and listening bank*.

Objectives from the *Framework for teaching English* (Year 7)

Handout 8.1

Listening

6. **listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed;**
7. answer questions pertinently, drawing on relevant evidence or reasons;
8. identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg *emotive vocabulary, verbal humour;*
9. recognise the way familiar spoken texts, eg *directions, explanations,* are organised and identify their typical features, eg *of vocabulary or tone;*

Group discussion and interaction

10. **identify and report the main points emerging from discussion, eg *to agree a course of action including responsibilities and deadlines;***
11. adopt a range of roles in discussion, including acting as spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning;
13. work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;
14. acknowledge other people's views, justifying or modifying their own views in the light of what others say;

Listening with a focus

Handout 8.2

Question 1

What key facts do we learn about how the Black Death spreads?

Question 2

How do we know the plague had a catastrophic impact on London in 1348? ('infer/deduce')

Facts/key points	Own opinions/views	Questions/queries

Supporting listening across the curriculum

Handout 8.4

Teaching strategies

1. Provide a clear focus or hook to structure listening.
2. Use clear strategies for reporting back, such as jigsaw groups, envoying, etc (see module 7). These all lead naturally into planned talk and oral rehearsal which in turn support enhanced written outcomes.
3. Many activities are ideally suited to brief sections of a lesson, eg starter activities in English.
4. Ask pupils to respond physically – raise hands, stand up – every time they hear relevant items of information, or specific language features.
5. Make note-taking collaborative by numbering pupils 1 to .... Ask all the number 1s to listen for and record certain items of information, number 2s another focus, etc. Groups then jigsaw to collate and present their information in desired format, oral or written.
6. Ask pupils to listen to a passage and respond to/record either verifiable facts or matters of opinion. They should justify their decisions and discuss any tricky points.
7. Ask pupils to identify and jot down a limited number of key words or phrases (and no more) in a piece of information (eg six).
8. Ask pupils to record information using a specific device such as a chart (eg who, what, where, when, how and why or cause, effect, impact, location), grid, spider diagram, pictorial diagram with labels, a table, etc (see unit on making notes for further ideas).
9. Use listening strategies to focus on and reinforce literacy objectives in all subject areas.
10. Model good listening.

9 Making notes

Aims:

- To explore the skills required in note-taking from texts
- To identify the difficulties which pupils experience when note-taking
- To propose a range of strategies that can be used to support note-taking.

Useful for:

- Whole staff or departments which set pupils research tasks or expect pupils to produce their own notes.

Organisation:

- This module can be combined with module 6, to explore more fully process stage 7 of the EXIT model.

Timing

9.1	**Why take notes?**	30 minutes
9.2	**The problems with pupils' notes**	20 minutes
9.3	**Supporting note taking**	25 minutes
Total		75 minutes

You will need:

- OHTs 9.1–9.4
- Handouts 9.1–9.4

9.1 Why take notes? (30 minutes)

Explain that in this part of the session participants will be looking at the value of note-taking and the nature of the process, identifying aspects that might require support. Taking notes from talk is covered in the *Listening* module.

Distribute *Handout 9.1*, and ask participants to make notes on the benefits of collaboration between English and MFL departments that are identified in the article.

Handout 9.1

English & MFL

After 10 minutes ask participants to work together in pairs: ask them to compare their notes, to identify why pupils are asked to take notes and to describe the process they used to complete the task.

After a further 10 minutes take feedback. Use OHT 9.1 to identify the place notes play in learning.

OHT 9.1

Why pupils take notes:

- Stops the mind wandering and focuses attention
- Forces the reader to make sense of the text
- Encourages the reader to reflect upon the ideas in the text
- Extends the memory
- Acts as a brief aide-memoire

Draw out the following points:

- The teacher needs to be clear about the purpose of the note-taking, eg aide-memoire for revision or later recall; making sense/reflection could be for later re-presenting or an essay. The aim is not to replicate the textbook.
- Making notes gives reading and listening a purpose, and demands concentration. It focuses attention on the text, encouraging the sort of close reading that is necessary to support learning from texts.
- Effective note-taking forces the writer to try to make sense of the written or spoken text and to think about the ideas within it. The reader must engage with what the writer is saying in order to make decisions about what to record and what to omit. Furthermore, the writer has to take ownership of those ideas, connecting them with what he already knows, in order to find a personal way to express them.
- Reading to learn is made more efficient by note-taking. The process of taking notes extends the memory: it results in material that can be used as an aide-memoire in the short-term or which can support revision in the future.
- Methods for making the notes in the task may have varied, but are likely to include bullet points and key words. Delegates may also have used charts, diagrams and tables, though this is less likely.
- Models for note-taking are contained in the module *Using the library/learning centre*.

Use OHT 9.2 to explore the demands of note-taking. State that note-taking processes may include all or some of the following:

OHT 9.2

Note-taking may include:

- Close reading/listening
- Making sense of the original text
- Determining what is of use and relevant
- Identifying relationships between ideas
- Understanding how the writer has arrived at the key ideas
- Critically reflecting upon the validity of the ideas in the text
- Selecting ideas appropriate for the purpose of the task
- Transforming the language of the original into a form which is meaningful to the reader
- Abbreviating language to produce a concise summary

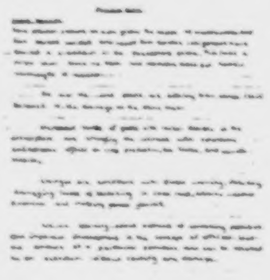
Draw out the following:

- Note-taking is not a single skill: it is a composite of different skills. Furthermore, the approach varies according to the purpose of the task: notes to support essay writing may be very different in content and form from notes to support revision.
- Note-taking to support learning involves close reading and comprehension, making sense of what has been said. Note-takers must be able to identify main ideas, supporting detail and key words. Underpinning this process will be a knowledge of the organisational and language features of written and spoken texts, such as an appreciation of the function of the opening and concluding paragraphs; awareness of how writers use repetition for emphasis or clarity; and familiarity with the function of connectives to indicate the relationship of one idea to another.
- Note-taking also demands a range of thinking skills – evaluation, synthesis, analysis and application. Note-takers must make judgements about the validity and relevance of what is being said; they must be able to draw distinctions between key ideas and supporting ideas; they must be able to make connections between ideas, identifying similarities and differences; they must be able to identify how the writer has arrived at his/her position or view; and they must be able to make connections between what the writer is saying and what they already know.
- When writing, note-takers must be able to transform the detail of the original to a more concise form. This will involve the selection and omission of content from the source, the substitution of writer's language for a note-taker's and abbreviation. It may even involve the substitution of the language of the original for visual or diagrammatic representations.

9.2 The problem with pupils' notes (20 minutes)

Ask participants to work in pairs. Distribute *Handout 9.2* and explain that these notes were taken by a Year 8 pupil. As a homework assignment she was asked to *'Make notes on pollution from your own reading'*. Invite participants to consider the issues raised by her response to the task:

Handout 9.2



After 10 minutes take feedback, then show OHT 9.3.

OHT 9.3

- Lack of purpose
- Pupil not monitoring her own reading
- Lack of ownership of ideas
- Uncritical acceptance of ideas
- Over-dependence upon the language of the original
- Failure to use an effective note-taking strategy

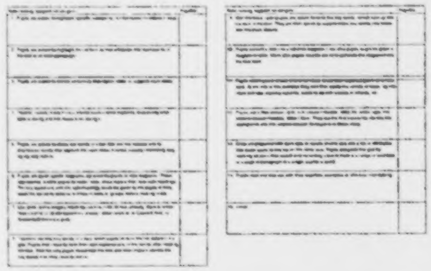
Use OHT 9.3 to draw out the following points:

- The difficulties this pupil has experienced are partly a product of the task set. Its openness and lack of clarity of purpose provide insufficient support for the pupil to make judgements about relevance, form or approach. Pupils need to know why they are taking notes, before they undertake the task.
- The heavy dependence upon the language of the original text may indicate quite different problems in approach. The pupil may not be skilled in viewing texts critically: she may accept without question the authority of print. Alternatively she may not be monitoring her own reading: she may not be asking herself whether or not she understands what she is reading. As a result she is not truly engaging with the ideas in the text. Even if she is monitoring her own understanding, she may not have appropriate strategies to take remedial action. Consequently, copying the original is the only way she can complete the task; the alternative is to write nothing. Finally, it may be the case that she has difficulty in transforming the original language into her own; she has neither the support nor the experience to summarise the content of the text.
- The variety of skills required to be an effective note-taker means that teachers need to be aware that individual students and different note-taking activities may require quite different sorts of support

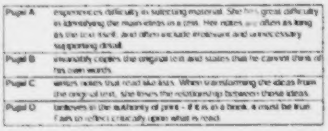
9.3 Supporting note-taking (25 minutes)

Distribute *Handouts 9.3 and 9.4*. Explain that *Handout 9.3* describes many different types of support for note-taking. *Handout 9.4* describes four pupils who experience some difficulty with note-taking. Ask participants to reflect in pairs on each of the support strategies described in the left-hand column of *Handout 9.3* and indicate in the right-hand column which pupil or pupils would benefit from using it.

Handout 9.3



Handout 9.4



Pupil A	experiences difficulty in selecting material. She has great difficulty in identifying the main ideas in a text. Her notes are often as long as the text itself, and often include irrelevant and unnecessary supporting detail.
Pupil B	invariably copies the original text and states that he cannot think of his own words.
Pupil C	writes notes that read like lists. When transforming the ideas from the original text, she loses the relationships between those ideas.
Pupil D	believes in the authority of print – if it is in a book, it must be true. Fails to reflect critically upon what is read.

If there is time, ask participants to add other strategies in box 15 which might support one or more of these pupils.

Afterwards, invite participants to share the outcomes of this task. Draw out the following points:

- Physically limiting the space available to record notes – as in grids or diagrams – is effective in encouraging pupils to take ownership of ideas. They limit the opportunity to copy and put pressure on pupils to summarise, synthesise and articulate ideas in their own language.
- Grids, such as QUAD and KWL grids, can give research activities purpose. They helpfully close down the openness of the task and guide the selection of relevant material.
- Some pupils who find note-taking difficult benefit from staging the note-taking process and require support at each stage. For example, such pupils might be asked to highlight categories of information in a text before completing a grid to articulate their understanding.
- The development of pupils' note-taking skills is as much dependent upon constructive feedback from the teacher as any other literacy skill. Consequently teachers should not consider pupils' notes as forbidden territory for intervention.
- While the strategies described in *Handout 9.3* are designed to support pupils' note-taking skills, it is important to recognise that they are merely scaffolds which are designed to move them forward to their own preferred style(s). It is important to ensure that they experience the full range of note-

taking forms and have the opportunity to record notes in textual, visual and diagrammatic forms.

- Pupils also need to be taught that presentational devices such as headings, sub-headings, layout, size of writing and highlighting can be used to emphasise the relationship and significance of ideas in notes. In order to make this point, they need opportunities to view a range of different note-taking models and reflect upon the reasons for their effectiveness.

Show OHT 9.4 to decide on a way forward.

OHT 9.4

Ready for more?

- Compile a portfolio of examples of effective note-making undertaken by pupils in a variety of subjects, so that pupils have models which they can analyse and use to support their own attempts.
- Collect a sample of pupils' notes to use as the basis for a subject team discussion. Consider the teaching issues it raises and some of the strategies contained in this module.
- Identify a class in Key Stage 3 and review the pupils' approaches to and difficulties with note-taking. Use *Handout 9.3* to design a range of strategies to address the issues which emerged from the survey.

The article 'English and MFL' by Lesley Aers appeared in The Secondary English Magazine, February 2001, and is reproduced by kind permission of Garth Publishing Services.

Why pupils take notes:

OHT 9.1

- Stops the mind wandering and focuses attention
- Forces the reader to make sense of the text
- Encourages the reader to reflect upon the ideas in the text
- Extends the memory
- Acts as a brief aide-memoire

Note-taking may include:

OHT 9.2

- Close reading/listening
- Making sense of the original text
- Determining what is of use and relevant
- Identifying relationships between ideas
- Understanding how the writer has arrived at the key ideas
- Critically reflecting upon the validity of the ideas in the text
- Selecting ideas appropriate for the purpose of the task
- Transforming the language of the original into a form which is meaningful to the reader
- Abbreviating language to produce a concise summary

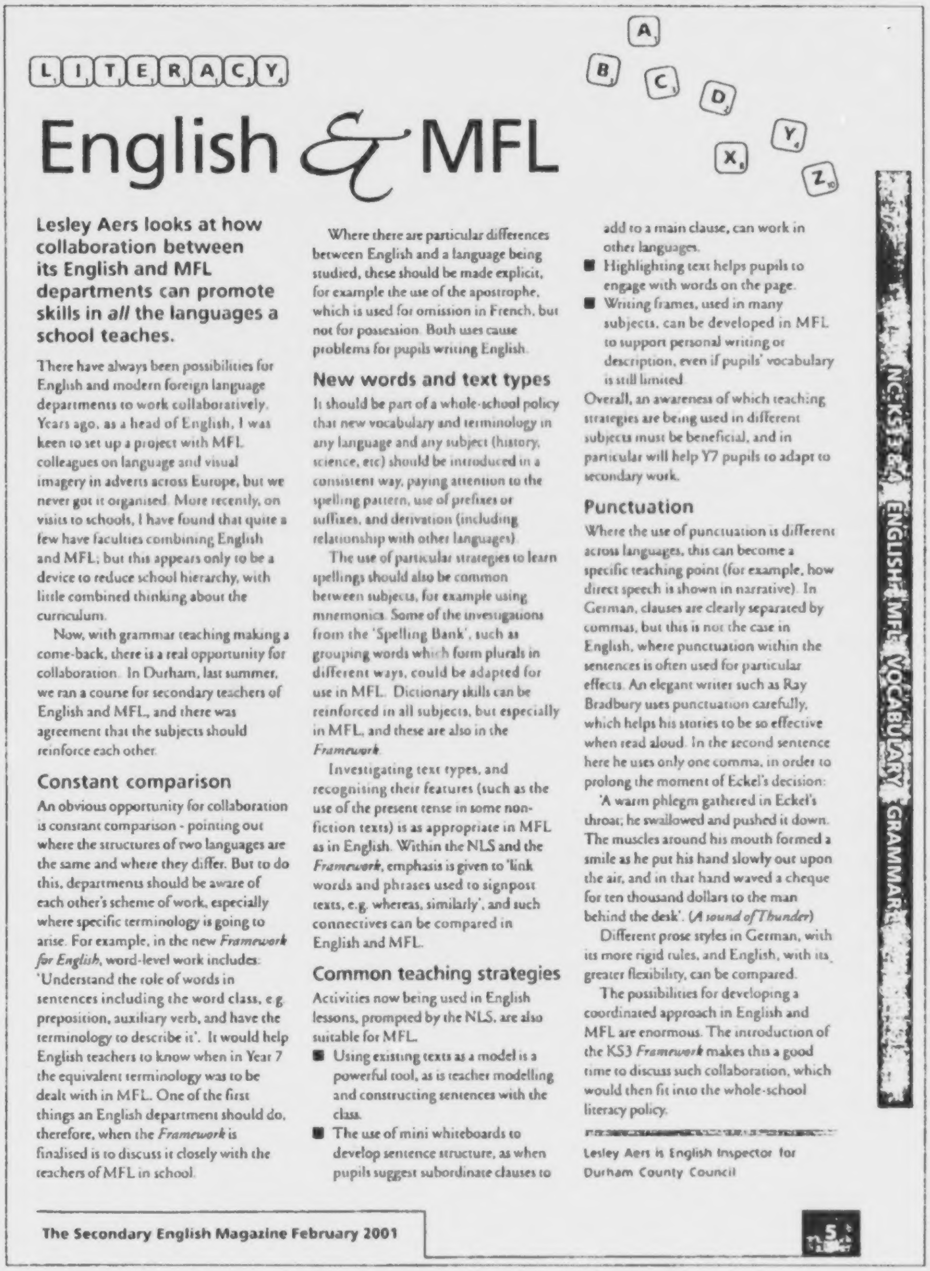
- Lack of purpose
- Pupil not monitoring her own reading
- Lack of ownership of ideas
- Uncritical acceptance of ideas
- Over-dependence upon the language of the original
- Failure to use an effective note-taking strategy

Ready for more?

OHT 9.4

- Compile a portfolio of examples of effective note-making undertaken by pupils in a variety of subjects, so that pupils have models which they can analyse and use to support their own attempts.
- Collect a sample of pupils' notes to use as the basis for a subject team discussion. Consider the teaching issues it raises and some of the strategies contained in this module.
- Identify a class in Key Stage 3 and review the pupils' approaches to and difficulties with note-taking. Use *Handout 9.3* to design a range of strategies to address the issues which emerged from the survey.

Handout 9.1


A
B
C
D
X
Y
Z
NC:KS3&4 ENGLISH MFL VOCABULARY GRAMMAR

LITERACY

English & MFL

Lesley Aers looks at how collaboration between its English and MFL departments can promote skills in *all* the languages a school teaches.

There have always been possibilities for English and modern foreign language departments to work collaboratively. Years ago, as a head of English, I was keen to set up a project with MFL colleagues on language and visual imagery in adverts across Europe, but we never got it organised. More recently, on visits to schools, I have found that quite a few have faculties combining English and MFL; but this appears only to be a device to reduce school hierarchy, with little combined thinking about the curriculum.

Now, with grammar teaching making a come-back, there is a real opportunity for collaboration. In Durham, last summer, we ran a course for secondary teachers of English and MFL, and there was agreement that the subjects should reinforce each other.

Constant comparison

An obvious opportunity for collaboration is constant comparison - pointing out where the structures of two languages are the same and where they differ. But to do this, departments should be aware of each other's scheme of work, especially where specific terminology is going to arise. For example, in the new *Framework for English*, word-level work includes: 'Understand the role of words in sentences including the word class, e.g. preposition, auxiliary verb, and have the terminology to describe it'. It would help English teachers to know when in Year 7 the equivalent terminology was to be dealt with in MFL. One of the first things an English department should do, therefore, when the *Framework* is finalised is to discuss it closely with the teachers of MFL in school.

Where there are particular differences between English and a language being studied, these should be made explicit, for example the use of the apostrophe, which is used for omission in French, but not for possession. Both uses cause problems for pupils writing English.

New words and text types

It should be part of a whole-school policy that new vocabulary and terminology in any language and any subject (history, science, etc) should be introduced in a consistent way, paying attention to the spelling pattern, use of prefixes or suffixes, and derivation (including relationship with other languages).

The use of particular strategies to learn spellings should also be common between subjects, for example using mnemonics. Some of the investigations from the 'Spelling Bank', such as grouping words which form plurals in different ways, could be adapted for use in MFL. Dictionary skills can be reinforced in all subjects, but especially in MFL, and these are also in the *Framework*.

Investigating text types, and recognising their features (such as the use of the present tense in some non-fiction texts) is as appropriate in MFL as in English. Within the NLS and the *Framework*, emphasis is given to 'link words and phrases used to signpost texts, e.g. whereas, similarly', and such connectives can be compared in English and MFL.

Common teaching strategies

Activities now being used in English lessons, prompted by the NLS, are also suitable for MFL.

- Using existing texts as a model is a powerful tool, as is teacher modelling and constructing sentences with the class.
- The use of mini whiteboards to develop sentence structure, as when pupils suggest subordinate clauses to add to a main clause, can work in other languages.
- Highlighting text helps pupils to engage with words on the page.
- Writing frames, used in many subjects, can be developed in MFL to support personal writing or description, even if pupils' vocabulary is still limited.

Overall, an awareness of which teaching strategies are being used in different subjects must be beneficial, and in particular will help Y7 pupils to adapt to secondary work.

Punctuation

Where the use of punctuation is different across languages, this can become a specific teaching point (for example, how direct speech is shown in narrative). In German, clauses are clearly separated by commas, but this is not the case in English, where punctuation within the sentences is often used for particular effects. An elegant writer such as Ray Bradbury uses punctuation carefully, which helps his stories to be so effective when read aloud. In the second sentence here he uses only one comma, in order to prolong the moment of Eckel's decision:

'A warm phlegm gathered in Eckel's throat; he swallowed and pushed it down. The muscles around his mouth formed a smile as he put his hand slowly out upon the air, and in that hand waved a cheque for ten thousand dollars to the man behind the desk'. (*A sound of Thunder*)

Different prose styles in German, with its more rigid rules, and English, with its greater flexibility, can be compared.

The possibilities for developing a coordinated approach in English and MFL are enormous. The introduction of the KS3 *Framework* makes this a good time to discuss such collaboration, which would then fit into the whole-school literacy policy.

Lesley Aers is English Inspector for Durham County Council

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Handout 9.2

Pollution Notes.

Global hazards.

Some pollution problems are truly global. The release of chlorofluorocarbons from aerosol conisters and halons from domestic refrigerators have caused a breakdown in the stratospheric ozone. This forms a simple layer above the Earth and normally blocks out harmful wavelengths of radiation.

All over the world people are suffering from cancer (skin) because of the damage to the ozone layer.

Increased levels of gases like carbon dioxide in the atmosphere are changing the climate with potentially catastrophic effects on crop production, sea levels, and climatic stability.

Changes are consistant with Global warming, including damaging levels of bleaching in coral reefs, extreme weather finomina and melting ~~glace~~ glaciars.

We are learning about methards of controlling pollutant One important development is the concept of critical load - the amount of a particular pollutant that can be absorbed by an ecosystem without causing any damage.

Handout 9.3

1 of 2

Note-taking support strategies	Pupil(s)
1. Pupils are asked to highlight specific categories of information in different ways.	
2. Pupils are asked to highlight the sentences that articulate the main points of the text or of each paragraph.	
3. Pupils are asked to delete sentences that repeat ideas or support main ideas.	
4. Teacher makes notes from a shared source while explicitly discussing what (s)he is doing and the reasons for doing it.	
5. Pupils are asked to cross out words in a text that are not needed and to emphasise words that capture the main ideas in some visually interesting way, eg zig-zag outline.	
6. Pupils are given spider diagrams, pyramid diagrams or tree diagrams. These approaches enable pupils to make notes about topics that have sub-headings. The key questions and the sub-headings could be given to the pupils or they could be asked to determine these in pairs or groups before making notes.	
7. Use grids with category headings such as KWL (Know already, Want to know, have Learnt) or QUAD (question, answer, detail source), or Cause/Effect, or Similarity/Difference grids.	
8. Teachers identify key words in a text, which pupils write in the left column of a grid. Pupils then have to write their own explanations of the words after reading the text. Alternatively pupils could read the text and then in pairs identify the key words that they need to define.	

Note-taking support strategies	Pupil(s)
9. With the book open pupils are asked to write five key words, which sum up the content of the text. They are then asked to expand these key words into notes with the book closed.	
10. Pupils convert a text into a labelled diagram. Less able pupils might be given a diagram to label. More able pupils may be asked to generate the diagram from the text itself.	
11. Pupils read a piece of text and write notes about each separate point on a new card. At the end of this exercise they sort their cards in a variety of ways, eg into more and less important points, cards to do with causes or effects, etc.	
12. Pupils use a two-column grid: one column headed, *What the writer says*, the second column headed, *What I think*. They use the first column to identify the main points and the second column to respond to those ideas.	
13. Grids are prepared with concepts or issues on one axis and a list of attributes that could apply to this list on the other axis. Pupils complete the grid by marking off pairs that match and recording a text (if there is a range of sources) or a page or paragraph (if a single source is used).	
14. Pupils read and discuss with their teachers examples of effective note-taking.	
15. Other:	

Pupil A	experiences difficulty in selecting material. She has great difficulty in identifying the main ideas in a text. Her notes are often as long as the text itself, and often include irrelevant and unnecessary supporting detail.
Pupil B	invariably copies the original text and states that he cannot think of his own words.
Pupil C	writes notes that read like lists. When transforming the ideas from the original text, she loses the relationship between those ideas.
Pupil D	believes in the authority of print – if it is in a book, it must be true. Fails to reflect critically upon what is read.

10 Using the library/ learning centre

Aims:

- To develop effective research and study skills through the use of the *Framework for teaching English: Years 7, 8 and 9*
- To support and extend pupils' use of the school library, its resources and staff expertise

Useful for:

- Teachers, librarians and teaching assistants in staff meetings.

Organisation:

- Staff should be seated in departments or faculties with the English department shared around the departments.
- It would be useful if the venue for this module was the school library.
- It can be combined with module 5, *Active reading strategies*, and module 9, *Making notes*.

Timing

10.1	**Where does the library fit in the school's literacy strategy?**	20 minutes
10.2	**Teaching and learning objectives for the library**	15 minutes
10.3	**Knowledge and skills needed**	25 minutes
10.4	**Setting the task**	15 minutes
Total		75 minutes

You will need:

- OHTs 10.1–10.12
- Handouts 10.1–10.8
- Handout 10.2 cut up into cards, shuffled and placed in an envelope, one set per group of participants
- Handout 10.4 cut up into cards, shuffled and placed in an envelope, one set per group of participants

For display:

- *The Primary School Library Guidelines*, The Library Association, 2000
- *Guidelines for Secondary School Libraries*, The Library Association, 1998
- *Key Stage 3 Literacy Progress Units: Information retrieval* and *Reading between the lines*

10.1 Where does the library fit in the school's literacy strategy? (20 minutes)

A whole-school literacy strategy reinforces the library as the hub of learning for the whole school.

The library needs to be a busy place which pupils and staff use regularly for pleasure, to pursue their own interests and to complete research tasks for lessons.

For new pupils this is not always the reality. Lead participants through OHT 10.1, asking whether this sounds familiar and whether there are other issues they would add in relation to their own school?

OHT 10.1

On moving to secondary school many pupils find that…

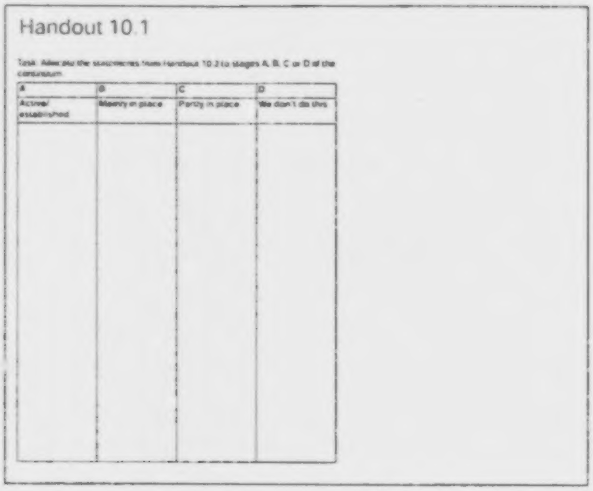
- The library is much larger and more complex.
- The library staff do not know them.
- Distances across the school site make it difficult to drop in to the library.
- Breaks and lunchtimes seem short, so there is less time to get to the library.
- The Dewey system is unfamiliar.
- Individual access to the library is restricted to short periods of the day.

Introduce the topic by running through the following points:

- The major aim of the school's work in developing literacy skills is that pupils should employ a range of study skills and strategies independently across subject disciplines. The school library has a vital role to play in supporting individual pupils, teachers and subject departments.
- Librarians need to be aware of the *Framework for teaching English: Years 7, 8 and 9* and the progression outlined in the research and study skills objectives. They need to know that although the English department will lead the initial teaching of objectives, all teachers will be developing the relevant skills further in their subject.
- Librarians also need to know the principles and practice underlying developments in the Key Stage 3 curriculum, ie teaching to clear objectives, interactive teaching and learning styles, developing thinking skills, modelling and teaching at the point of writing.
- In a school where literacy supports learning:
  - **departments** teach subject-specific literacy skills (eg report writing in science), subject vocabulary and spelling
  - **departments** plan for and teach independent research skills
  - **teachers** across the school make similar language demands, eg all teachers refer to scanning, skimming, close reading, text-marking, making notes, writing text types
  - **librarians** are actively involved in planning and delivering research and study skills alongside departments.

Library use – where do we stand?

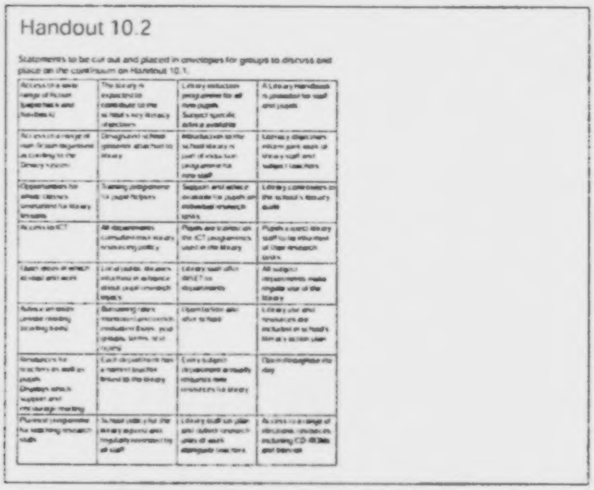
To review the role that your school library currently plays in whole-school literacy, distribute *Handout 10.1* and envelopes containing cards prepared from *Handout 10.2*. Ask groups briefly to discuss the statements on *Handout 10.2* and allocate them to the continuum A–D on *Handout 10.1*. Allow 5 minutes only.



Handout 10.1

Task: Allocate the statements from Handout 10.2 to stages A, B, C or D of the continuum

A	B	C	D
Active/ established	Mainly in place	Partly in place	We don't do this



Handout 10.2

Statements to be cut out and placed in envelopes for groups to discuss and place on the continuum on Handout 10.1.

Points to draw out from this activity:

School libraries have always provided:

- a wide range of both fiction and non-fiction texts
- a wide range of resources other than books
- support for pupils through library induction programmes
- advice on reading choices and useful resources for individual pupils
- encouragement to read and find out

but they have not always moved on to the next stage and been involved in teaching the effective selection and use of information texts across the curriculum.

This activity may have revealed the fact that different departments and teachers may have differing perceptions of the role that the library plays in the school. This will be a useful session to inform staff about what the library currently offers, to address any misconceptions held and to agree future aims for joint working.

10.2 Teaching and learning objectives for the library

(15 minutes)

The *Framework for teaching English: Years 7, 8 and 9* includes specific objectives related to research and study skills which provide a focus for the planning, teaching and assessment of library related skills.

Using the objectives across the school means that:

- Teachers share the same terminology for research and study skills
- Pupils encounter the same explicit objectives across the curriculum
- Library staff know the objectives and can plan alongside teachers to provide suitable resources, display prompts and guidance for pupils
- Support staff are clearer and more focused in their role of supporting pupils when the objectives are regularly identified in research tasks.

Give each group a copy of *Handout 10.3* and an envelope of cards made from *Handout 10.4*. Ask groups to discuss each of the research and study skills objectives from the *Framework for teaching English: Years 7, 8 and 9* and to allocate them to Year 7, 8 or 9 on *Handout 10.3* so as to show progressive expectations of pupils across the key stage (there are approximately four objectives for each year group).

OHT 10.2/Handout 10.3

Research and study skills in Year 7–9 objectives

Place the study skills cards in the appropriate column.

Year 7	Year 8	Year 9
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:

Do not worry if participants do not finish in the time allowed. Show and distribute completed grid (OHT 10.3/*Handout 10.4*) and discuss similarities and differences in the decisions made by groups.

OHT 10.3/Handout 10.4

Research and study skills: Year 7–9 objectives

Finally, ask participants to summarise the progression expected across the three years of Key Stage 3. Use OHT 10.4 to debrief this discussion. Stress the fact that this is a continuum and that pupils need teaching and support to move between stages.

OHT 10.4

Progression in research and study skills – overview

Year 7 **Acquire and practise individual skills**
(skim, scan, make notes, select information and assess its relevance)

↓

Year 8 **Select and apply strategies as appropriate**
(combine information from a range of sources)

↓

Year 9 **Select, structure and re-present information to suit audience and purpose**
(review own strategies, evaluate quality of source material)

10.3 Knowledge and skills needed (25 minutes)

There are many 'invisible' skills involved in research and study skills work. It is easy to take these skills for granted, but many pupils trip up on them. The following activity unpicks the knowledge and skills required and asks teachers to consider how best to support pupils to become as independent as possible.

OHT 10.5

Year 8 pupils have been asked to use the library to research a topic using books and the Internet. Their task is to create notes for a brief class presentation.

Topics	
History	Women in World War I
Geography	Industrial pollution
Science	Acids – their properties and their effect on matter
English	Charles Dickens – his life and work
Mathematics	Properties of a circle
PE	A sport they do not know how to play, eg cricket
PSHE	Work of the Citizens Advice Bureau
Design Technology	Features and uses of resistant and compliant materials
MFL	Food and eating habits in Spain
Art	Printing techniques in art and design
Music	The rise of rock and roll

Allocate one of the topics on OHT 10.5 to each department and ask them to discuss:

- What skills are needed to complete the task in using the library and ICT?
- How you could best support such a task – as teacher? as librarian?

Debrief discussion using OHTs 10.6 and 10.7.

OHT 10.6

Knowledge and skills needed for research tasks

Using the library

- Know alphabetical order
- Find correct shelves/right section of library
- Find the relevant books/websites
- Understand the forms and features of different text types
- Search using contents, index, key language: skimming and scanning
- Select relevant pages/sections
- Look for hotlinks/cross-references to other texts/sources
- Screen out unnecessary information
- Distinguish between fact and opinion, bias and objectivity
- Extract the relevant information quickly and efficiently: scanning
- Record the information in a form that will enable them to use it at a later date (make notes)
- Know when copying is useful

OHT 10.7

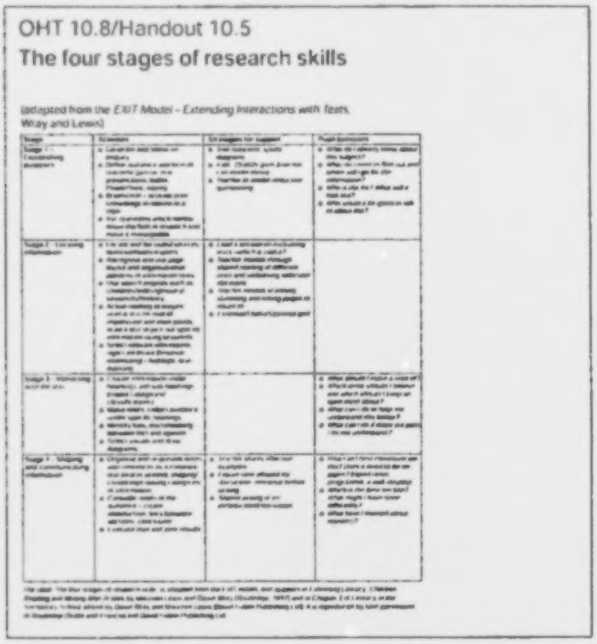
Knowledge and skills needed for research tasks

Using ICT

- Know which search engines/sites may be best for topic
- Find the relevant websites using key language
- Search for relevance using key words
- Select relevant sections
- Look for hotlinks/cross-references to other texts/sources
- Ignore unnecessary information (however interesting!)
- Create notes by printing selected pieces of text and highlighting/annotating them
- Synthesize and summarise information under sub-headings

The following activity takes a closer look at the skills required of pupils during research work and the teacher's or librarian's role in supporting them.

Read swiftly through Stage 1 of *The Four Stages of Research Skills* on OHT 10.8/*Handout 10.5* with participants.



OHT 10.8/Handout 10.5

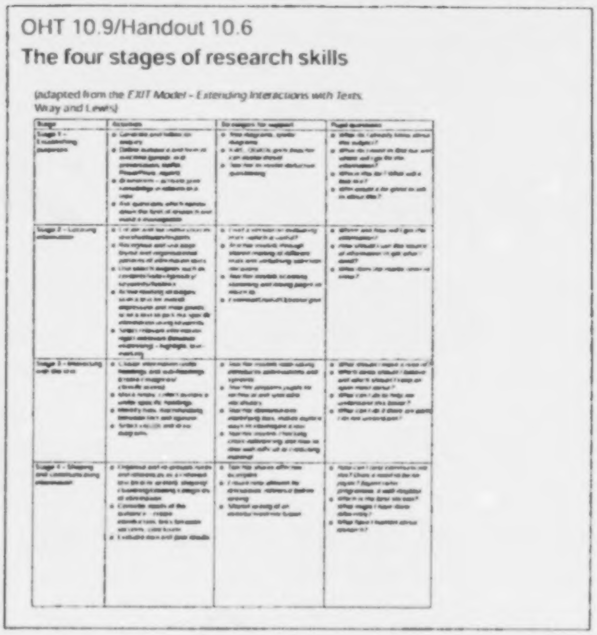
The four stages of research skills

(adapted from the *EXIT Model – Extending Interactions with Texts*, Wray and Lewis)

Ask participants, working in pairs or small groups, to read Stages 2 and 3 and decide what needs to be in the boxes on teaching strategies and pupil questions that have been left blank.

Read through Stage 4 together and take feedback on the areas left blank in Stages 2 and 3.

Use OHT 10.9/*Handout 10.6* to make the following points: if pupils at Key Stage 3 are to become successful, efficient and independent learners and researchers, they need clear modelling from the teacher of the thought processes and the editing and study skills required.


OHT 10.9/Handout 10.6

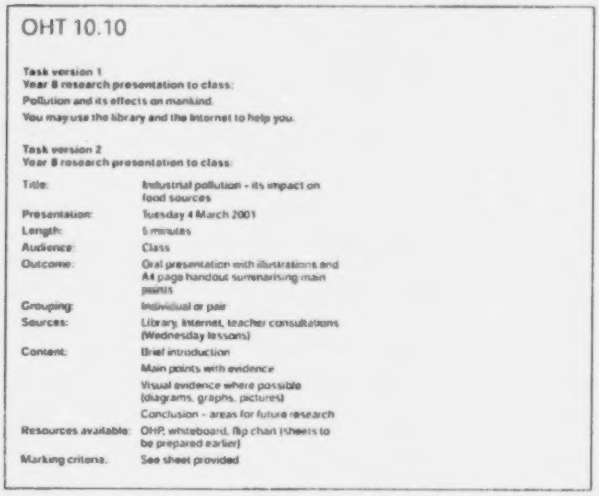
The four stages of research skills

(adapted from the *EXIT Model – Extending Interactions with Texts*, Wray and Lewis)

10.4 Setting the task (15 minutes)

The way in which tasks are set is a vital factor in the success or failure of any research work, especially if you are to avoid receiving pages of indiscriminate copying.

Ask participants to read and briefly discuss the examples given on OHT 10.10 of two ways to set the same task.


OHT 10.10

Task version 1
Year 8 research presentation to class:
Pollution and its effects on mankind.
You may use the library and the Internet to help you.

Task version 2
Year 8 research presentation to class:

Title:	Industrial pollution – its impact on food sources
Presentation:	Tuesday 4 March 2001
Length:	5 minutes
Audience:	Class
Outcome:	Oral presentation with illustrations and A4 page handout summarising main points
Grouping:	Individual or pair
Sources:	Library, Internet, teacher consultations (Wednesday lessons)
Content:	Brief introduction Main points with evidence Visual evidence where possible (diagrams, graphs, pictures) Conclusion – areas for future research
Resources available:	OHP, whiteboard, flip chart (sheets to be prepared earlier)
Marking criteria:	See sheet provided

Invite feedback from participants on what makes an effective task, ie that as teachers we need to be explicit and specific about our expectations while ensuring that pupils develop strategies for independent study.

Ask the librarian to talk through OHT 10.11 to help draw out the main points and give a librarian's eye view of what tends to happen in the library at this point.

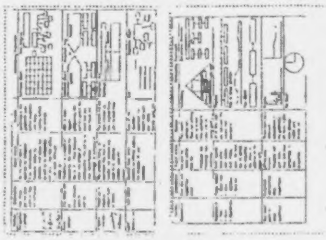
OHT 10.11/Handout 10.7

In setting a good research task you need to:

- Inform library/information centre through department's long-term planning
- Plan any research unit of work alongside librarian/information manager
- Be as specific as possible about purpose and audience for task
- Specify time allowed
- Set clear parameters on the outcome expected (form/coverage)
- Set 'bottom line expectations' (all work must include contents, introduction, etc)
- Know what material is (and is not) available to pupils in school
- Give clear reminders and direct teaching where necessary of research and note-taking skills (supported by library materials)
- Timetable in advice/feedback sessions for individuals/groups
- Share the marking criteria with pupils
- Share good models (work done by pupils last year)
- Provide differentiated writing or note-taking frames (see *Handout 10.8*)
- Build in regular times for groups/individuals to share and compare their progress

Handout 10.8

Model for note-taking



Finish with OHT 10.12.

OHT 10.12

Ready for more?

In the next term:

- Each department could agree to work together with a librarian to plan a research task using the objectives from the *Framework for teaching English: Years 7, 8 and 9*
- All departments to identify exactly where, in their subject scheme of work, they will teach and consolidate the research and study skills objectives in the *Framework for teaching English: Years 7, 8 and 9*

Other useful materials

- *Key Stage 3 Literacy Progress Units: Information retrieval* and *Reading between the lines*
- *Library Alive*, Blackwells
- *The Primary School Library Guidelines*, The Library Association, 2000
- *Guidelines for Secondary School Libraries*, The Library Association, 1998

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The table is adapted by Meredith Lane-Richardson from that appearing in *Top-level Structure Written in Low-level Language* by D Klarwein. It also appears in the *Stepping Out Program* (Education Department of Western Australia, 2001) and in *Stepping Out: Reading Strategies for Success* (Heinemann (UK), 2001).

On moving to secondary school many pupils find that...

OHT 10.1

- The library is much larger and more complex.
- The library staff do not know them.
- Distances across the school site make it difficult to drop in to the library.
- Breaks and lunchtimes seem short, so there is less time to get to the library.
- The Dewey system is unfamiliar.
- Individual access to the library is restricted to short periods of the day.

Research and study skills in Year 7–9 objectives

OHT 10.2

Place the study skills cards in the appropriate columns.

Year 7	Year 8	Year 9
Pupils should be taught to:	**Pupils should be taught to:**	**Pupils should be taught to:**

Raising Standards
Standards and Effectiveness Unit

Research and study skills: Year 7–9 objectives

OHT 10.3

Year 7	Year 8	Year 9
Pupils should be taught to:	**Pupils should be taught to:**	**Pupils should be taught to:**
Know how to locate sources for a given task and find relevant information in them, eg *skimming, use of index, glossary, key words, hotlinks*	Combine information from various sources into one coherent document	Review and extend their own strategies for locating, appraising and extracting relevant information
Use appropriate reading strategies to extract particular information, eg *highlighting, scanning*	Undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources	Synthesise information from a range of sources, shaping material to meet the reader's needs
Compare and contrast the ways information is presented in different forms, eg *web page, diagrams, prose*		
Make brief, clearly organised notes of key points for later use	Make notes in different ways, choosing a form which suits the purpose, eg *diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval*	Increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes
Appraise the value and relevance of information found and acknowledge sources		Evaluate the relevance, reliability and validity of information available through print, ICT and other media sources

Progression in research and study skills – overview

OHT 10.4

Year 7 **Acquire and practise individual skills**
(skim, scan, make notes, select information and assess its relevance)

↓

Year 8 **Select and apply strategies as appropriate**
(combine information from a range of sources)

↓

Year 9 **Select, structure and re-present information to suit audience and purpose**
(review own strategies, evaluate quality of source material)

Year 8 pupils have been asked to use the library to research a topic using books and the Internet. Their task is to create notes for a brief class presentation.

Topics	
History	Women in World War I
Geography	Industrial pollution
Science	Acids – their properties and their effect on matter
English	Charles Dickens – his life and work
Mathematics	Properties of a circle
PE	A sport they do not know how to play, eg cricket
PSHE	Work of the Citizens Advice Bureau
Design Technology	Features and uses of resistant and compliant materials
MFL	Food and eating habits in Spain
Art	Printing techniques in art and design
Music	The rise of rock and roll

Knowledge and skills needed for research tasks

OHT 10.6

Using the library

- Know alphabetical order
- Find correct shelves/right section of library
- Find the relevant books/websites
- Understand the forms and features of different text types
- Search using contents, index, key language: skimming and scanning
- Select relevant pages/sections
- Look for hotlinks/cross-references to other texts/sources
- Screen out unnecessary information
- Distinguish between fact and opinion, bias and objectivity
- Extract the relevant information quickly and efficiently: scanning
- Record the information in a form that will enable them to use it at a later date (make notes)
- Know when copying is useful

Knowledge and skills needed for research tasks

OHT 10.7

Using ICT

- Know which search engines/sites may be best for topic
- Find the relevant websites using key language
- Search for relevance using key words
- Select relevant sections
- Look for hotlinks/cross-references to other texts/sources
- Ignore unnecessary information (however interesting!)
- Create notes by printing selected pieces of text and highlighting/annotating them
- Synthesize and summarise information under sub-headings

The four stages of research skills

OHT 10.8

(adapted from the *EXIT Model* – *Extending Interactions with Texts*, Wray and Lewis)

Stage	Activities	Strategies for support	Pupil questions
Stage 1 – Establishing purposes	■ Generate and follow an enquiry ■ Define audience and form of outcome (poster, oral presentation, leaflet, PowerPoint, report) ■ Brainstorm – activate prior knowledge in relation to a topic ■ Ask questions which narrow down the field of research and make it manageable	■ *Tree diagrams, spider diagrams* ■ *KWL, QUADs grids (see Handout 6.6) (teacher can model these)* ■ *Teacher to model deductive questioning*	■ *What do I already know about this subject?* ■ *What do I need to find out and where will I go for the information?* ■ *Who is this for? What will it look like?* ■ *Who would it be good to talk to about this?*
Stage 2 – Locating information	■ Locate and list useful sources: texts/websites/experts ■ Recognise and use page layout and organisational patterns of information texts ■ Use search engines such as contents/index/glossary/keywords/hotlinks ■ Active reading strategies: skim a text for overall impression and main points, scan a text to pick out specific information using keywords ■ Select relevant information, reject irrelevant (however interesting) – highlight, text-marking	■ *Lead a session on evaluating texts – which is useful?* ■ *Teacher models through shared reading of different texts and verbalising selection decisions* ■ *Teacher models scanning, skimming and noting pages to return to* ■ *Essential/Useful/Optional grid*	
Stage 3 – Interacting with the text	■ Cluster information under headings and sub-headings (create categories/classifications) ■ Make notes: collect evidence under specific headings ■ Identify bias, discriminating between fact and opinion ■ Select visuals and draw diagrams		■ *What should I make a note of?* ■ *Which items should I believe and which should I keep an open mind about?* ■ *What can I do to help me understand this better?* ■ *What can I do if there are parts I do not understand?*
Stage 4 – Shaping and communicating information	■ Organise and re-present notes and references as a coherent text (oral or written): shaping/clustering/creating categories of information ■ Consider needs of the audience – create introduction, links between sections, conclusion ■ Evaluate own and peer results	■ *Teacher shares effective examples* ■ *Ensure time allowed for discussion, rehearsal before writing* ■ *Shared writing of an introduction/conclusion*	■ *How can I best communicate this? Does it need to be on paper? (taped radio programme, a wall-display)* ■ *Which is the best section? What might I have done differently?* ■ *What have I learned about research?*

The table 'The four stages of research skills' is adapted from the EXIT model, and appears in *Extending Literacy: Children Reading and Writing Non-fiction*, by Maureen Lewis and David Wray (Routledge, 1997) and in Chapter 2 of *Literacy in the Secondary School*, edited by David Wray and Maureen Lewis (David Fulton Publishing Ltd). It is reproduced by kind permission of Routledge (Taylor and Francis) and David Fulton Publishing Ltd.

The four stages of research skills

OHT 10.9

(adapted from the *EXIT Model – Extending Interactions with Texts*, Wray and Lewis)

Stage	Activities	Strategies for support	Pupil questions
Stage 1 – Establishing purposes	● Generate and follow an enquiry ● Define audience and form of outcome (poster, oral presentation, leaflet, PowerPoint, report) ● Brainstorm – activate prior knowledge in relation to a topic ● Ask questions which narrow down the field of research and make it manageable	● *Tree diagrams, spider diagrams* ● *KWL, QUADs grids (see Handout 6.6) (teacher can model these)* ● *Teacher to model deductive questioning*	● *What do I already know about this subject?* ● *What do I need to find out and where will I go for the information?* ● *Who is this for? What will it look like?* ● *Who would it be good to talk to about this?*
Stage 2 – Locating information	● Locate and list useful sources: texts/websites/experts ● Recognise and use page layout and organisational patterns of information texts ● Use search engines such as contents/index/glossary/keywords/hotlinks ● Active reading strategies: skim a text for overall impression and main points; scan a text to pick out specific information using keywords ● Select relevant information, reject irrelevant (however interesting) – highlight, text-marking	● *Lead a session on evaluating texts –which is useful?* ● *Teacher models through shared reading of different texts and verbalising selection decisions* ● *Teacher models scanning, skimming and noting pages to return to* ● *Essential/Useful/Optional grid*	● *Where and how will I get this information?* ● *How should I use this source of information to get what I need?* ● *What does the reader need to know?*
Stage 3 – Interacting with the text	● Cluster information under headings and sub-headings (create categories/classifications) ● Make notes: collect evidence under specific headings ● Identify bias, discriminating between fact and opinion ● Select visuals and draw diagrams	● *Teacher models note-taking, introduces abbreviations and symbols* ● *Teacher prepares pupils for technical and specialist vocabulary* ● *Teacher demonstrates identifying bias, makes explicit ways to interrogate a text* ● *Teacher models checking, cross-referencing and how to deal with difficult or confusing material.*	● *What should I make a note of?* ● *Which items should I believe and which should I keep an open mind about?* ● *What can I do to help me understand this better?* ● *What can I do if there are parts I do not understand?*
Stage 4 – Shaping and communicating information	● Organise and re-present notes and references as a coherent text (oral or written): shaping/clustering/creating categories of information ● Consider needs of the audience – create introduction, links between sections, conclusion ● Evaluate own and peer results	● *Teacher shares effective examples* ● *Ensure time allowed for discussion; rehearsal before writing* ● *Shared writing of an introduction/conclusion*	● *How can I best communicate this? Does it need to be on paper? (taped radio programme, a wall-display)* ● *Which is the best section? What might I have done differently?* ● *What have I learned about research?*

The table 'The four stages of research skills' is adapted from the EXIT model, and appears in *Extending Literacy: Children Reading and Writing Non-fiction*, by Maureen Lewis and David Wray (Routledge, 1997) and in Chapter 2 of *Literacy in the Secondary School*, edited by David Wray and Maureen Lewis (David Fulton Publishing Ltd). It is reproduced by kind permission of Routledge (Taylor and Francis) and David Fulton Publishing Ltd.

OHT 10.10

Task version 1
Year 8 research presentation to class:

Pollution and its effects on mankind.

You may use the library and the Internet to help you.

Task version 2
Year 8 research presentation to class:

Title:	Industrial pollution – its impact on food sources
Presentation:	Tuesday 4 March 2001
Length:	5 minutes
Audience:	Class
Outcome:	Oral presentation with illustrations and A4 page handout summarising main points
Grouping:	Individual or pair
Sources:	Library, Internet, teacher consultations (Wednesday lessons)
Content:	Brief introduction Main points with evidence Visual evidence where possible (diagrams, graphs, pictures) Conclusion – areas for future research
Resources available:	OHP, whiteboard, flipchart (sheets to be prepared earlier)
Marking criteria:	See sheet provided

In setting a good research task you need to:

OHT 10.11

- Inform library/information centre through department's long-term planning
- Plan any research unit of work alongside librarian/information manager
- Be as specific as possible about purpose and audience for task
- Specify time allowed
- Set clear parameters on the outcome expected (form/coverage)
- Set 'bottom line expectations' (all work must include contents, introduction, etc)
- Know what material is (and is not) available to pupils in school
- Give clear reminders and direct teaching where necessary of research and note-taking skills (supported by library materials)
- Timetable in advice/feedback sessions for individuals/groups
- Share the marking criteria with pupils
- Share good models (work done by pupils last year)
- Provide differentiated writing or note-taking frames (see *Handout 10.8*)
- Build in regular times for groups/individuals to share and compare their progress

Ready for more?

OHT 10.12

In the next term:

- Each department could agree to work together with a librarian to plan a research task using the objectives from the *Framework for teaching English: Years 7, 8 and 9*
- All departments to identify exactly where, in their subject scheme of work, they will teach and consolidate the research and study skills objectives in the *Framework for teaching English: Years 7, 8 and 9*

Library use – Where do we stand?

Handout 10.1

Task: Allocate the statements from Handout 10.2 to stages A, B, C or D of the continuum.

A	B	C	D
Active/ established	Mainly in place	Partly in place	We don't do this

Handout 10.2

Statements to be cut out and placed in envelopes for groups to discuss and place on the continuum on Handout 10.1.

Access to a wide range of fiction (paperback and hardback)	The library is expected to contribute to the school's key literacy objectives	Library induction programme for all new pupils Subject specific advice available	A Library Handbook is provided for staff and pupils
Access to a range of non-fiction organised according to the Dewey system	Designated school governor attached to library	Introduction to the school library is part of induction programme for new staff	Literacy objectives inform joint work of library staff and subject teachers
Opportunities for whole classes timetabled for library lessons	Training programme for pupil helpers	Support and advice available for pupils on individual research tasks	Library contributes to the school's literacy audit
Access to ICT	All departments consulted over library resourcing policy	Pupils are trained on the ICT programmes used in the library	Pupils expect library staff to be informed of their research tasks
Quiet areas in which to read and work	Local public libraries informed in advance about pupil research topics	Library staff offer INSET to departments	All subject departments make regular use of the library
Advice on wider private reading (reading trails)	Borrowing rates monitored and trends evaluated (boys, year groups, terms, text types)	Open before and after school	Library use and resources are included in school's literacy action plan
Resources for teachers as well as pupils Displays which support and encourage reading	Each department has a named teacher linked to the library	Every subject department annually requests new resources for library	Open throughout the day
Planned programme for teaching research skills	School policy for the library agreed and regularly reviewed by all staff	Library staff co-plan and deliver research units of work alongside teachers	Access to a range of electronic resources, including CD-ROMs and Internet

Research and study skills in Year 7–9 objectives

Handout 10.3

Place the study skills cards in the appropriate columns.

Year 7	Year 8	Year 9
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:

Raising Standards
Standards and Effectiveness Unit

Research and study skills: Year 7–9 objectives

Handout 10.4

Year 7	Year 8	Year 9
Pupils should be taught to:	**Pupils should be taught to:**	**Pupils should be taught to:**
Know how to locate sources for a given task and find relevant information in them, eg *skimming, use of index, glossary, key words, hotlinks*	Combine information from various sources into one coherent document	Review and extend their own strategies for locating, appraising and extracting relevant information
Use appropriate reading strategies to extract particular information, eg *highlighting, scanning*	Undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources	Synthesise information from a range of sources, shaping material to meet the reader's needs
Compare and contrast the ways information is presented in different forms, eg *web page, diagrams, prose*	Make notes in different ways, choosing a form which suits the purpose, eg *diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval*	Increase the speed and accuracy of note-making skills and use notes for re-presenting information for specific purposes
Make brief, clearly organised notes of key points for later use		Evaluate the relevance, reliability and validity of information available through print, ICT and other media sources
Appraise the value and relevance of information found and acknowledge sources		

The four stages of research skills

Handout 10.5

(adapted from the *EXIT Model – Extending Interactions with Texts*, Wray and Lewis)

Stage	Activities	Strategies for support	Pupil questions
Stage 1 – Establishing purposes	■ Generate and follow an enquiry ■ Define audience and form of outcome (poster, oral presentation, leaflet, PowerPoint, report) ■ Brainstorm – activate prior knowledge in relation to a topic ■ Ask questions which narrow down the field of research and make it manageable	■ *Tree diagrams, spider diagrams* ■ *KWL, QUADs grids (see Handout 6.6) (teacher can model these)* ■ *Teacher to model deductive questioning*	■ *What do I already know about this subject?* ■ *What do I need to find out and where will I go for the information?* ■ *Who is this for? What will it look like?* ■ *Who would it be good to talk to about this?*
Stage 2 – Locating information	■ Locate and list useful sources: texts/websites/experts ■ Recognise and use page layout and organisational patterns of information texts ■ Use search engines such as contents/index/glossary/ keywords/hotlinks ■ Active reading strategies: skim a text for overall impression and main points; scan a text to pick out specific information using keywords ■ Select relevant information, reject irrelevant (however interesting) – highlight, text-marking	■ *Lead a session on evaluating texts –which is useful?* ■ *Teacher models through shared reading of different texts and verbalising selection decisions* ■ *Teacher models scanning, skimming and noting pages to return to* ■ *Essential/Useful/Optional grid*	
Stage 3 – Interacting with the text	■ Cluster information under headings and sub-headings (create categories/ classifications) ■ Make notes: collect evidence under specific headings ■ Identify bias, discriminating between fact and opinion ■ Select visuals and draw diagrams		■ *What should I make a note of?* ■ *Which items should I believe and which should I keep an open mind about?* ■ *What can I do to help me understand this better?* ■ *What can I do if there are parts I do not understand?*
Stage 4 – Shaping and communicating information	■ Organise and re-present notes and references as a coherent text (oral or written): shaping/ clustering/creating categories of information ■ Consider needs of the audience – create introduction, links between sections, conclusion ■ Evaluate own and peer results	■ *Teacher shares effective examples* ■ *Ensure time allowed for discussion, rehearsal before writing* ■ *Shared writing of an introduction/conclusion*	■ *How can I best communicate this? Does it need to be on paper? (taped radio programme, a wall-display)* ■ *Which is the best section? What might I have done differently?* ■ *What have I learned about research?*

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The four stages of research skills

Handout 10.6

(adapted from the *EXIT Model – Extending Interactions with Texts,* Wray and Lewis)

Stage	Activities	Strategies for support	Pupil questions
Stage 1 – Establishing purposes	■ Generate and follow an enquiry ■ Define audience and form of outcome (poster, oral presentation, leaflet, PowerPoint, report) ■ Brainstorm – activate prior knowledge in relation to a topic ■ Ask questions which narrow down the field of research and make it manageable	■ *Tree diagrams, spider diagrams* ■ *KWL, QUADs grids (see Handout 6.6) (teacher can model these)* ■ *Teacher to model deductive questioning*	■ *What do I already know about this subject?* ■ *What do I need to find out and where will I go for the information?* ■ *Who is this for? What will it look like?* ■ *Who would it be good to talk to about this?*
Stage 2 – Locating information	■ Locate and list useful sources: texts/websites/experts ■ Recognise and use page layout and organisational patterns of information texts ■ Use search engines such as contents/index/glossary/keywords/hotlinks ■ Active reading strategies: skim a text for overall impression and main points; scan a text to pick out specific information using keywords ■ Select relevant information, reject irrelevant (however interesting) – highlight, text-marking	■ *Lead a session on evaluating texts –which is useful?* ■ *Teacher models through shared reading of different texts and verbalising selection decisions* ■ *Teacher models scanning, skimming and noting pages to return to* ■ *Essential/Useful/Optional grid*	■ *Where and how will I get this information?* ■ *How should I use this source of information to get what I need?* ■ *What does the reader need to know?*
Stage 3 – Interacting with the text	■ Cluster information under headings and sub-headings (create categories/ classifications) ■ Make notes: collect evidence under specific headings ■ Identify bias, discriminating between fact and opinion ■ Select visuals and draw diagrams	■ *Teacher models note-taking, introduces abbreviations and symbols* ■ *Teacher prepares pupils for technical and specialist vocabulary* ■ *Teacher demonstrates identifying bias, makes explicit ways to interrogate a text* ■ *Teacher models checking, cross-referencing and how to deal with difficult or confusing material.*	■ *What should I make a note of?* ■ *Which items should I believe and which should I keep an open mind about?* ■ *What can I do to help me understand this better?* ■ *What can I do if there are parts I do not understand?*
Stage 4 – Shaping and communicating information	■ Organise and re-present notes and references as a coherent text (oral or written): shaping/ clustering/creating categories of information ■ Consider needs of the audience – create introduction, links between sections, conclusion ■ Evaluate own and peer results	■ *Teacher shares effective examples* ■ *Ensure time allowed for discussion; rehearsal before writing* ■ *Shared writing of an introduction/conclusion*	■ *How can I best communicate this? Does it need to be on paper? (taped radio programme, a wall-display)* ■ *Which is the best section? What might I have done differently?* ■ *What have I learned about research?*

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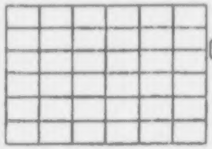
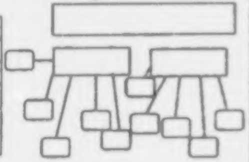
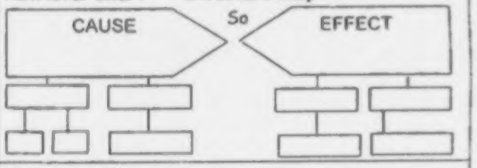
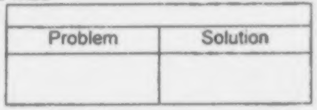
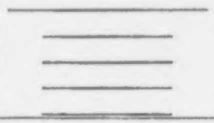
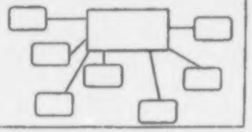
In setting a good research task you need to:

Handout 10.7

- Inform library/information centre through department's long-term planning
- Plan any research unit of work alongside librarian/information manager
- Be as specific as possible about purpose and audience for task
- Specify time allowed
- Set clear parameters on the outcome expected (form/coverage)
- Set 'bottom line expectations' (all work must include contents, introduction, etc)
- Know what material is (and is not) available to pupils in school
- Give clear reminders and direct teaching where necessary of research and note-taking skills (supported by library materials)
- Timetable in advice/feedback sessions for individuals/groups
- Share the marking criteria with pupils
- Share good models (work done by pupils last year)
- Provide differentiated writing or note-taking frames (see *Handout 10.8*)
- Build in regular times for groups/individuals to share and compare their progress

Model for note-taking

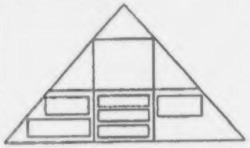
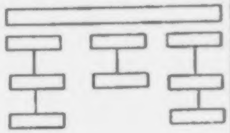
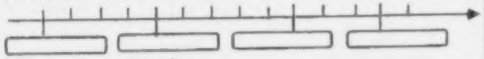
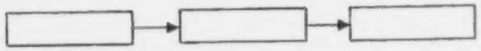
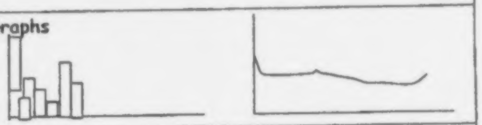
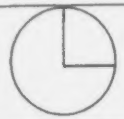
Handout 10.8
1 of 2

Pattern	Explanation	Signal Words	Example	Notemaking Framework
Comparison - Contrast Similarity/ Differences Pros/Cons	How things are the same and how they are different.	On the other hand, in contrast to, different from, alternatively, however, similar to, similarly, in all cases, but, as well as, by comparison, not only .... but also, either .... or, while, although, unless, yet	Conditions in the goldfields were better compared with those existing before the protest	Retrieval Chart  Tree Diagram 
Cause - Effect	One thing/ set of circumstances leads to another.	Therefore, as a result of, caused by, the reason for, due to, if .... then, because, since, the effect of, consequently, this led to, so that, nevertheless, accordingly, an outcome of	With so many diggers goldpanning, the surface gold in the creek bed was soon taken out.	Retrieval Chart Structure Map 
Problem - Solution ~~Similarity~~/ ~~Difference~~	Situations in which an answer must be found.	The problem facing, to overcome this, how to resolve, one solution was, what to do, problem .... solution, question .... answer	The miners did not have a leader so they elected Peter Lalor to lead them.	Structure Map Retrieval 
List/ Description	Items listed	Several, many, some, besides, as follows, such as, for example, all, and, sequence	Some of the important equipment the miners had were pans, lamps, shovels, guns, etc	List  Explosion Chart 

The table is adapted by Meredith Lane-Richardson from that appearing in *Top-level Structure Written in Low-level Language* by D Klarwein. It also appears in the *Stepping Out Program* (Education Department of Western Australia, 2001) and in *Stepping Out: Reading Strategies for Success* (Heinemann (UK), 2001).

Raising Standards
Standards and Effectiveness Unit

Handout 10.8
2 of 2

Pattern	Explanation	Signal Words	Example	Notemaking Framework
Elaboration	Main idea and supporting detail	No specific signal words: look for : Headings, sub-headings, topic, sentences.	The miners worked hard. They had nothing else to do and they wanted to make a lot of money quickly	Pyramiding  Structured Overview 
Sequence of ➢ Time ➢ Place ➢ Operations	Things happen: ➢ Over time ➢ Over distance ➢ In order	First, second, then, after that, before, next, finally, later, the next day, on (date), not long after, now, when, in addition to, to begin with	After they had elected Lalor the miners then decided to	Timeline  Map or Cross Section Flow Chart 
Raw data/ parts to whole quantities	Numerical relationships. Show proportions.	(This) many, number, thousand, half, part, more than, less than, percentage, %, ratio, proportion	There were many different nationalities in the goldfields. Of these X,000 were Chinese, Y,000 were British, etc.	Graphs  Pie Chart 

The table is adapted by Meredith Lane-Richardson from that appearing in *Top-level Structure Written in Low-level Language* by D Klarwein. It also appears in the *Stepping Out Program* (Education Department of Western Australia, 2001) and in *Stepping Out: Reading Strategies for Success* (Heinemann (UK), 2001).

Raising
Standards
Standards and Effectiveness Unit

11 Marking for literacy

Aims:

- To suggest ways of increasing the value of marking for pupils.
- To develop an approach to marking for literacy which is more active and formative.

Useful for:

- All staff.

Timing:

11.1	**Principles**	10 minutes
11.2	**Making marking criteria explicit**	20 minutes
11.3	**Marking selectively**	25 minutes
11.4	**Involving pupils**	15 minutes
11.5	**Pulling it all together**	5 minutes
Total		75 minutes

You will need:

- OHTs 11.1–11.19
- Handouts 11.1–11.8

11.1 Principles (10 minutes)

Use OHT 11.1 to make explicit the relationship between marking in general and marking for literacy in particular. Emphasise how a focus on marking the literacy elements of pupils' work can complement and support the focus on subject knowledge and understanding. Explain how this module builds on the approach to teaching and learning literacy established in previous modules.

OHT 11.1

The purposes of marking for literacy

- To give feedback to pupils that will help them to improve their uses of literacy in all subjects
- To provide a responsive audience for language-based tasks
- To motivate pupils to communicate their subject knowledge and understanding effectively
- To monitor pupil progress in the use of language
- To obtain feedback on literacy teaching

Make the point that subject teachers may wish to respond to the effectiveness of pupils' use of language in speech as well as writing.

OHT 11.2 moves from the overview to suggest some key principles that underlie effective marking for literacy. The rest of the module then focuses on putting these principles into practice.

OHT 11.2

Marking for literacy: some key principles

- Make marking criteria explicit
- Mark selectively
- Prompt and praise
- Expect active involvement from pupils
- Develop a consistent approach, easily interpretable by pupils, teachers and parents
- Provide immediate feedback

These principles can be expanded by making the following additional points:

- *Make marking criteria explicit:* When setting a task, attention should be drawn to the specific literacy features that the teacher will be looking for; these should relate to the literacy objective for the lesson and/or the subject or school cross-curricular priorities.
- *Mark selectively:* The focus of the marking could be on those linguistic features which are related to:
  (i) the specific task
  (ii) subject-specific uses of language and/or
  (iii) the school's cross-curricular priorities for literacy development.
- *Prompt and praise:* Literacy marking is more than proof-reading and should draw attention to style (such as sentence structure, tense, connectives) in addition to spelling and punctuation; comments should be constructive and should offer specific advice.
- *Expect active involvement from pupils:* Pupils should self-check prior to submitting work for marking and should respond to teacher advice.
- *Develop a consistent approach, easily interpretable by pupils, teachers and parents:* This involves reaching agreement on how teachers will respond to pupil work and explaining these key principles to pupils and parents. Some schools will already have developed a marking policy or 'school code' and may wish to review this to ensure that it provides helpful prompts and is not purely focused on proof-reading. Highlight the importance of establishing a few clear principles rather than creating an over-detailed code which is difficult for pupils to understand.
- *Provide immediate feedback:* Comments made at the point of writing are not only more beneficial to pupils but also reduce the marking load; marking work with the pupil facilitates dialogue about the work and encourages pupils to articulate the reasons for their language choices; returning work while it is still fresh in the pupil's mind means that the comments are more meaningful and more likely to be acted upon.

11.2 Making marking criteria explicit (20 minutes)

The purpose of this section is to show how the literacy objectives for a particular teaching unit make explicit to pupils the criteria for teachers' marking of their work.

The example is drawn from a Year 9 geography unit on Brazil and focuses on a sequence of lessons about the rainforest, in which the prime literacy objective was to develop skills in reading the visual image for information. Use OHT 11.3 to demonstrate the link between the learning objectives of the subject (geography) and the literacy focus.

OHT 11.3

Linking subject and literacy learning objectives

See full-size version of the OHT at the end of this module.

Context

This geography department includes one extended task in each unit. Such tasks are designed to prepare pupils for coursework tasks in Key Stage 4 and to develop their independence as learners. The tasks provide formative information not only on pupil subject knowledge and understanding but also on their ability to communicate this effectively in writing or speech, using the language, style and structure appropriate to the subject. OHT 11.4 illustrates how the assessment task for this unit provided pupils with an opportunity to apply their knowledge both of how texts work and of the subject content. The 'pupil task sheet' makes these expectations clear and explicitly draws attention to the criteria that will inform the marking of their work. Note that on this occasion the assessment includes a focus on oral language skills.

Explain that in this example the assessment criteria were worded as questions in order to address the pupils directly and involve them in the assessment process through the encouragement of active self-checking of the work and subsequent peer assessment of the finished product. (This point is further exemplified in section 11.4 below, 'Involving pupils'.) It would have been equally valid, and more usual, to express the criteria as statements. Point out that the questions address the subject and literacy objectives.

OHT 11.4

Making marking criteria explicit

See full-size version of the OHT at the end of this module

Activity

Give out *Handout 11.1* (Making marking criteria explicit). The handout provides examples of two subject writing tasks. The purpose of the activity is to offer experience in linking the teaching focus to the marking and to demonstrate how the literacy focus can support and reinforce the learning needs of the subject. Draw attention to the information provided:

(i) the writing task
(ii) the subject and literacy objectives and
(iii) the teaching sequence.

Emphasise that the literacy objectives reinforce the subject-specific ones.

Ask participants, in pairs, to select one of the tasks, suggesting that at each table different pairs might focus on different tasks, and to write the marking criteria for that task so that they are helpful for pupils i.e. put them into pupil-speak.

Give a time for task completion (maximum 5 minutes).

Share ideas with table group.

Debrief

(a) What marking criteria were selected and why?
(b) What made the task easy/difficult?
(c) What are the benefits of this approach for pupils and teachers?

OHT 11.5 and *Handout 11.2* offer one possible set of criteria. Emphasise that these would vary according to the ability of the pupils and their previous experiences with tasks of this nature.

OHT 11.5

See full-size version of the OHT at the end of this module.

11.3 Marking selectively (25 minutes)

This section of the module allows participants to explore approaches to selective marking, to evaluate the benefits of prompting rather than simple proof-reading and to consider how to develop consistency of response to pupil work across all subjects.

Activity: Examining selective marking

Give out copies of *Handout 11.3* (Palestine leaflet) which is a good example of selective marking. Ask participants to examine the marking approach. Use OHT 11.6 to prompt discussion.

OHT 11.6

Examining selective marking

What features has the teacher commented on?

Why might the teacher have highlighted these aspects?

What other aspects might have been a focus for selective marking?

What effect is the marking designed to have on the pupil?

What is your overall impression of this approach to marking?

After a brief period of individual examination of the marking approach, encourage small-group discussion focused around the prompts.

Ask each group to share their response to one of the prompts with the entire audience. Use OHT 11.7 to draw together key points in feedback.

OHT 11.7

Some principles for selective marking

- Focus attention on those literacy skills which coincide with the meaning and purpose of the work.
- Select high-value features for marking, commenting on features from which the pupil can generalise and apply the advice to other written tasks.
- Give specific prompts which tell pupils exactly where and what they need to improve.
- Expect pupils to respond to the prompts.

Selective marking should be formative and lead to active pupil engagement in the development of their literacy skills.

Explain that selective marking can also be a strategy for supporting the whole-school cross-curricular priorities. Explain that the selective marking of the Palestine leaflet was guided by the cross-curricular priorities in module 1 *Whole-school implementation* (OHT 1.6). Show this OHT to remind participants of them.

OHT 11.8

Year 7

Cross-curricular priorities

1. Recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary.
2. Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, eg *when there is a shift of topic, viewpoint or time.*
3. Revise the stylistic conventions of the main types of non-fiction:
   - information
   - recount
   - explanation
   - instructions
   - persuasion
   - discursive writing
4. Use appropriate reading strategies to extract particular information, eg *highlighting, scanning.*

Activity: Marking selectively

Note: Depending on the size and make-up of the audience, presenters may prefer to use one or more of the scripts provided. If a school has identified its own cross-curricular priorities it would be preferable to use these with pupil scripts from the school.

This activity should be conducted briskly: part of the purpose is to bring out the fact that this form of marking is quick but effective.

Participants work in pairs. Each pair needs one of the pupil scripts and the corresponding cross-curricular priorities sheet, listed below:

- *Handout 11.4a* (Year 7 cross-curricular priorities) with *Handout 11.4b* (Why the Roman army was successful)

- *Handout 11.5a* (Year 8 cross-curricular priorities) with *Handout 11.5b* (Blues project)
- *Handout 11.5a* (Year 8 cross-curricular priorities) with *Handout 11.5c* (Maths investigation)
- *Handout 11.6a* (Year 9 cross-curricular priorities) with *Handout 11.6b* (Glass)

Use OHT 11.9 to set the task. Reveal only prompts 1–3 initially. After 5 minutes, invite pairs to reflect on the process using prompts 4–5.

OHT 11.9

Marking selectively

1 Read through the cross-curricular priorities.
2 Read the pupil script to determine which of the cross-curricular priorities it addresses.
3 Mark the script selectively, identifying features within the script relating to this literacy focus and commenting on these constructively.
4 Reflect on how helpful your prompts would be in supporting the pupil to improve his/her work and the impact this might have on attainment within your subject.
5 Reflect on how this approach compares with your normal approach to marking.

OHTs 11.10–11.13 offer one example of the selective marking of each script. These could be talked through with the entire audience or produced as handouts for pairs to compare with their own version.

OHT 11.10

Why was the Roman army so successful

See full-size version of the OHT at the end of this module.

OHT 11.11

Evaluation of the Blue Project

See full-size version of the OHT at the end of this module.

OHT 11.12

Maths investigation

See full-size version of the OHT at the end of this module.

OHT 11.13

Glass

See full-size version of the OHT at the end of this module.

Alternatively, some pairs could be given their scripts as OHTs and asked to explain their marking decisions to the group.

Emphasise that the amount of annotation could be reduced with a school code, which is considered in the next section, and that the marking is not offered as a model, but as examples of selective marking with a literacy focus.

Ensuring consistency

Developing a consistent whole-school approach to marking for literacy will help to make the marking more meaningful to pupils. Acknowledge that many schools will already have developed a 'school code' for marking. Show OHT 11.14 as an example of a useful school-wide code.

OHT 11.14
Marking policy for pupils
See full-size version of the OHT at the end of this module.

Show OHT 11.15 which illustrates the code in use.

OHT 11.15
The Great Journey of the Pasta
See full-size version of the OHT at the end of this module.

It tells the pupil:

- to amend the two spelling errors
- to try again to express the point
- to put in three missing full stops
- well done for well-expressed points.

OHT 11.16
Julius Caesar
See full-size version of the OHT at the end of this module.

Also show OHT 11.16 which tells the pupil to:

- mark in four paragraph breaks
- punctuate the final section with eight full stops
- correct three spellings
- try again to express lines 4–8.

Such codes are useful and save time (note the reduction in teacher annotation compared with the previous examples). To be used well, however, they need to be informed by a whole-school approach to marking which goes beyond proof-reading and helps pupils to improve, not only in spelling and punctuation, but also in language use and expression, such as use of complex sentences, text structure and cohesion. Offer OHT 11.17 as a suggested model for moving beyond a proof-reading code.

OHT 11.17
A whole-school approach to marking
See full-size version of the OHT at the end of this module.

Emphasise that this framework is only one example of the type of statement a school might make about marking. Draw out the underlying principles: the use of key words or a slogan to encapsulate the key principles; its brevity; its manageability; and the inclusion of responsibilities for teachers and pupils. It is the content, rather than the format, which is important. The dialogue between teachers which occurs during the creation of such a statement is as important as the finished product, since it is through this dialogue that the shared understanding of the aims and approach to marking for literacy will be developed. Nevertheless, the production of such a statement should not become a time-consuming end in itself. It is effective, consistent practice that is the goal.

11.4 Involving pupils (15 minutes)

A feature of effective formative marking is the active involvement of pupils in the marking process. This section examines possible strategies to encourage pupil engagement with and response to marking. As has been highlighted throughout this module, marking books outside lessons is not the only, or always the most effective, means of providing feedback.

Activity

Handout 11.7 suggests some alternative strategies which involve pupils more actively and give them a clear role and responsibility within the marking process.

Ask participants to read through the completed sections and make suggestions for statements to include in the empty boxes.

Use *Handout 11.8* to take feedback.

Draw attention to the self-marking/checking rows of the table. Participants will know that it is not always easy to see one's own mistakes. Firstly, ask them what advice they might give to pupils about self-checking. Three examples are:

- Try reading sentences in reverse order, eg last sentence, penultimate sentence. This helps to focus on punctuation rather than content.
- Use own coloured highlighters to pick out where the writing needs improvement.
- Leave work for a day so you come to it with fresh eyes.

Secondly, ask participants what they might do to encourage self-checking. Three examples are:

- Provide a couple of minutes at the end of writing for checking.
- Provide highlighter pens for the purpose (irresistible!).
- Talk to pupils about how to find errors, eg by looking for the typical errors they know they make.

11.5 Pulling it all together (5 minutes)

Explain that marking is only one level of response to pupil literacy development. Equally important is the surveying of a pupil's work in order to detect patterns of strength and weakness in literacy across the curriculum – information that is needed in order to make teaching more closely attuned to need and to inform the setting of group or individual literacy targets. Guidance on sampling pupils' literacy work is provided in the *Literacy across the curriculum Management Guide*, appendix, pp.23 , but explain that some points will be reiterated briefly here.

The surveying of a pupil's work could be carried out by a year head, tutor, English teacher, pupil, parent, mentor, librarian, literacy co-ordinator or learning support co-ordinator/SENCO or different combinations of these. It is also a task that might be undertaken by the Literacy Task Group and which could prove a useful focus for the group's subsequent work.

Use OHT 11.18 to list some situations in which surveying pupils' literacy work might prove informative.

OHT 11.18

Surveying pupil literacy

- Scanning the written work of a representative sample of pupils across the subjects for the current term, noting patterns of strength and weakness
- Monitoring the pupils' reading diet and intervening to keep it growing and active
- Sampling the work of a cohort across the curriculum to identify patterns, such as type and frequency of extended writing opportunities, and to seek solutions
- Sampling work across the key stage to see whether the cross-curricular priorities are being met and to inform the setting of the next priorities

As a plenary, ask the group to offer some ideas for how these surveys could be conducted.

Some suggestions for how such surveys might be conducted could include:

- Sampling a representative range of pupil books as a twilight activity, following the OFSTED model.
- Library lessons featuring reading circles used as an opportunity to collect information about book choices and reading patterns in order to inform future reading provision.
- Tutor as mentor could meet each pupil once per term for about 10 minutes, using a brief checklist of features to look for in a range of current work.
- Prioritising, say, underachieving pupils or able readers, for mentor meetings with a 'floating' tutor, learning mentor or teaching assistant.
- All members of the Literacy Task Group bringing work of named pupil(s) from a particular teaching group to the Task Group meeting to
  - establish the literacy diet which pupils experience
  - examine pupil transfer of skills and performance on similar tasks in different subject areas.

Conclude the session by agreeing on the follow-up activity. This could be one of the suggestions from OHT 11.19 or another priority agreed by the group.

OHT 11.19

Ready for more?

- Mark selectively in line with cross-curricular priorities on a key piece of work in the next half-term.
- In planning and teaching, link the marking of literacy skills to the meaning and purpose of the work.
- Build in at least one opportunity for pupil response to marking in each subject over the next term.
- Create a 'whole-school approach to marking' statement.
- Devise a pupil self-checking prompt sheet for use across all subjects.

We would like to thank the following schools for providing pupil work:
Holy Trinity Catholic School, Birmingham, for the pupil work in Handout 11.3
Robert Clack School, Barking and Dagenham, for the pupil work in Handout 11.4b
Waverley School, Birmingham, for the pupil work in Handout 11.5b
Hodge Hill Girls' School, Birmingham, for the pupil work in Handouts 11.5c and 11.6b

The purposes of marking for literacy

OHT 11.1

- To give feedback to pupils that will help them to improve their uses of literacy in all subjects
- To provide a responsive audience for language-based tasks
- To motivate pupils to communicate their subject knowledge and understanding effectively
- To monitor pupil progress in the use of language
- To obtain feedback on literacy teaching

Marking for literacy: some key principles

OHT 11.2

- Make marking criteria explicit
- Mark selectively
- Prompt and praise
- Expect active involvement from pupils
- Develop a consistent approach, easily interpretable by pupils, teachers and parents
- Provide immediate feedback

Raising Standards
Standards and Effectiveness Unit

Linking subject and literacy learning objectives

OHT 11.3

Year 9 Brazil unit

	Learning objectives
Geography	NC Knowledge and understanding of environmental change and sustainable development. Pupils to describe and explain environmental change and different ways of managing the rainforest. Pupils to explore the idea of sustainable development and recognise its implications for groups of people, the environment and for themselves.
Literacy	W8 recognise how lines of thought are developed and signposted through the use of connectives, eg *nonetheless, consequently, furthermore* **S3 write with differing degrees of formality, relating vocabulary and grammar to context, eg *using the active or passive voice*** **R2 synthesise information from a range of sources, shaping material to meet the reader's needs** Wr13 present a case persuasively enough to gain the attention and influence the responses of a specified group of readers SL5 compare different points of view that have been expressed, identifying and evaluating differences and similarities

Raising Standards
Standards and Effectiveness Unit

Making marking criteria explicit OHT 11.4

Developing the Rainforest

Assessment task: decision-making exercise

The problem:

A large area of land within the Brazilian rainforest is in need of redevelopment. There is, however, disagreement about which method of redevelopment would be most appropriate.

Your role:

Your group are representatives of the [*Kayapo Indian / Government / WWF*]

Your task:

1 Produce a poster which will **explain** how you think the rainforest should be developed and which will **persuade** the landowners that this is what they should do. *Remember that you have been asked to present the viewpoint of a particular group.*

In your poster you need to include:

(a) an explanation of why the natural forest environment is under threat

(b) possible alternative solutions

(c) detail about the method which you are suggesting and why this would be the best solution

(d) pictures and written information.

2 Make a group presentation explaining your ideas.

Every member of your group is expected to contribute to this presentation.

After you have given your presentation, other pupils will have the opportunity to ask questions. You will be expected to provide answers to these questions.

Assessment criteria:

Your work will be assessed according to the following questions:

(a) Does the poster make an effective visual impact on the reader?

(b) What viewpoint is it taking? Is the message clear?

(c) Does it give a detailed explanation of why the forest environment is under threat?

(d) Does it suggest a range of solutions?

(e) Do you give appropriate evidence to persuade the reader or listener that your solution is a good one? Is your argument convincing?

(f) Is the presentation clear? Do all members of the group participate?

(g) What sort of questions do you ask and how well do you answer the questions asked of your group?

OHT 11.5

Year 7 history essay: Why William won the Battle of Hastings

'When I mark your work I shall look at:

1. The first sentence of each paragraph to see if it introduces your point clearly.
2. How you have used connectives to show cause and effect.
3. How you have selected and organised the information to support your argument.'

Year 7 design and technology evaluation: Write an evaluation of the toy you have made for a toddler

'When I mark your work I shall look at:

1. How you have developed your ideas and used evidence to support each point.
2. How you have used subject-specific vocabulary.
3. How you have used evaluative words to make your meaning clear.'

Examining selective marking

OHT 11.6

What features has the teacher commented on?

Why might the teacher have highlighted these aspects?

What other aspects might have been a focus for selective marking?

What effect is the marking designed to have on the pupil?

What is your overall impression of this approach to marking?

Some principles for selective marking

OHT 11.7

- Focus attention on those literacy skills which coincide with the meaning and purpose of the work.
- Select high-value features for marking, commenting on features from which the pupil can generalise and apply the advice to other written tasks.
- Give specific prompts which tell pupils exactly where and what they need to improve.
- Expect pupils to respond to the prompts.

Year 7
Cross-curricular priorities

OHT 11.8

1. Recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary.
2. Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, eg *when there is a shift of topic, viewpoint or time.*
3. Revise the stylistic conventions of the main types of non-fiction:
   - information
   - recount
   - explanation
   - instructions
   - persuasion
   - discursive writing
4. Use appropriate reading strategies to extract particular information, eg *highlighting, scanning.*

Marking selectively

OHT 11.9

1. Read through the cross-curricular priorities.
2. Read the pupil script to determine which of the cross-curricular priorities it addresses.
3. Mark the script selectively, identifying features within the script relating to this literacy focus and commenting on these constructively.
4. Reflect on how helpful your prompts would be in supporting the pupil to improve his/her work and the impact this might have on attainment within your subject.
5. Reflect on how this approach compares with your normal approach to marking.

OHT 11.10

Why was the Roman army So Successful

Does this follow?

The Romans army's armour and weapons were of high quality and were thoughtfully designed. Additionally the equipment they handled were made out of strong materials so they could with stand the hardest things. They made them out of Steal and leather. This led to all soilders carrying not one but four pieces of equipment. Subsequently, they were never caught off guard.

Is this the right connective?

Organisation was very important as the Roman army was split into Small section So that it was easier to control. Furthermore the divided section were called legions and Centuries. A legion was really about 5,400 men but Suprisingly the 1st cohort had 600 extra men. Inevitably the Legion which was a big section needed Support staff e.g. Blacksmiths which helped to fix horses shoes, Cooks so they could battle with happy stomachs and Doctors for aid.

Check spellings and correct

Life as a Roman Soilder was easy as they had got 75 denarii and where treated well which made them more likely to work hard. However they had to work hard of fear because every tenth man / Soilder was executed / killed. Sometimes soilders volentered to fight for their country.

A strong final sentence

The Roman army was Succesful for many reasons. These reasons were they had excellent withstanding weapons and great but important organisation plans e.g when to hit the enemy / targit. Therefore with not all the weapons in the world ~~and~~ But organisation nothing could have ~~deti~~ defeated the great and brave ROMANS!

Good research. Many relevant facts.
Your piece is generally well constructed.
You have used different connectives, but need to think about some of these.
Look at my questions and rewrite the two sentences.

24th November 99.

8K
wk

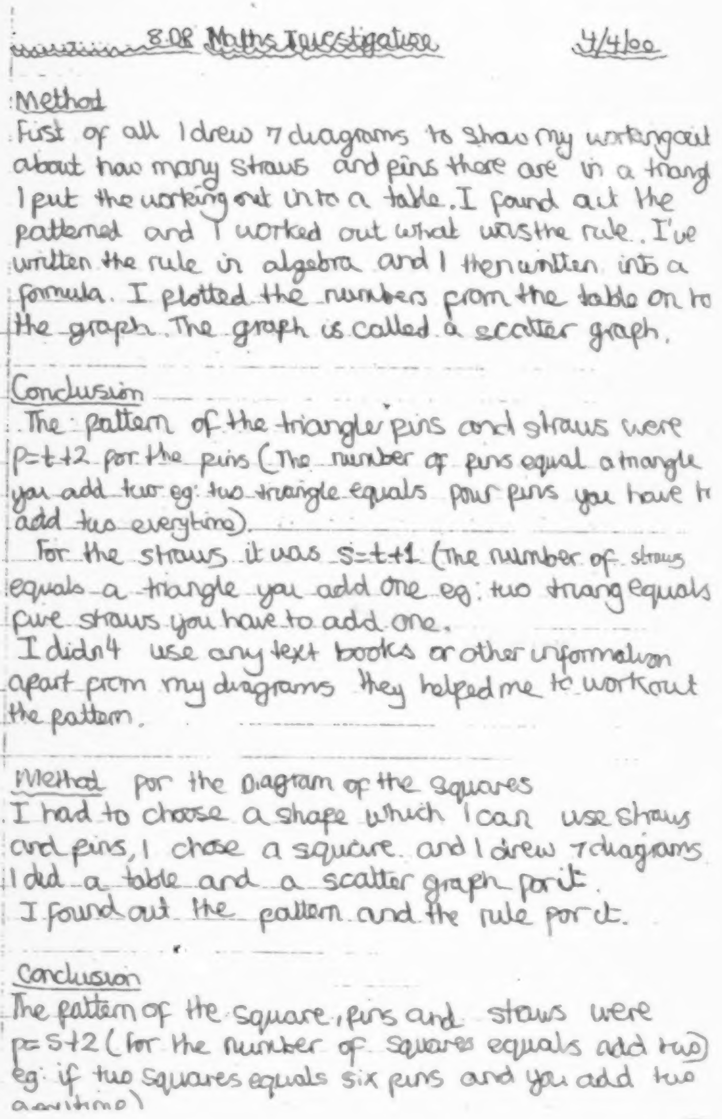
Evaluation of Blue project

In our Blues project I have learned what instrument were used and how it became popular i have played the keyboard on the 12 Bar Blues. My friend played the keyboard too. Me and my friend played the keyboar and performed at that same time But when we pratcise we play one at a time. The order we performed was that we begun one at a time, then we both perfomed together, we ended it by performing one at a time. The easy part was the part we perfomed one at a time The hard part was when we had to performe together because we get mixed up by what should play what. We could improve this performent by practising more to play both together. If I compere the music I have played with the mus tape. it is very differet becouse it has more different instruments. In our music we have used the C, F and G major triad. We have alsouse the 12 bar Blues chord sequences In our music I have also done Improvisatio We had to make up 3 improvisatio about the C chord, F chord and G re chord.

This is a clear, well-sequenced account.

The organisation of your text would be clearer if you used paragraphs.
Reread your account and mark each place where you change topic.
Choose one section and rewrite this as a complete paragraph with more detail.
Try to link some of your ideas into complex sentences.

OHT 11.12



8.08 Maths Investigation 4/4/00

Say which shape

Method

Clear sequence. Can you link some of these sentences without using 'and'?

First of all I drew 7 diagrams to show my workingout about how many straws and pins there are in a triang I put the working out in to a table. I found out the patterned and I worked out what was the rule. I've written the rule in algebra and I then written into a formula. I plotted the numbers from the table on to the graph. The graph is called a scatter graph.

Conclusion

Read this and then compare it with your explanation on the diagram. Which one gives a better explanation?

The pattern of the triangle pins and straws were p=t+2 for the pins (The number of pins equal a triangle you add two eg: two triangle equals four pins you have to add two everytime).

For the straws it was s=t+1 (The number of straws equals a triangle you add one eg: two triang equals five straws you have to add one.

I didn't use any text books or other information apart from my diagrams they helped me to workout the pattern.

Good use of key words

Method for the Diagram of the squares

I had to choose a shape which I can use straws and pins, I chose a square and I drew 7 diagrams I did a table and a scatter graph for it.

I found out the pattern and the rule for it.

Conclusion

The pattern of the square, pins and straws were p=s+2 (for the number of squares equals add two) eg: if two squares equals six pins and you add two anytime)

Good use of subheadings to organise the report.

Now write an introduction to explain what the investigation was about.

Raising Standards
Standards and Effectiveness Unit

H/W

29 Mar 99

Glass

You link ideas well in this sentence.

Glass is a very hard, solid . It is also brittle, but its best property is transparency which is why it is put in windows.

Today, most glass is made from sand, Soda ash and limestone all heated together at 1,500°C.

When the glass has cooled for a little while, it can be rollered to make sheet glass. As glass is very brittle, sheet glass is easy to crack or smash. If the glass is still hot, it can be moulded into some very complicated shapes, to make ornaments, dishes and vases etc.

Glass is not a modern material at all. It has been recorded as being made at least 5,000 ~~yrs~~ years ago in Syria.

This text gives a lot of information about glass and you link some ideas well in your sentences.

Now look at the opening of each paragraph and try to find ways to link the paragraphs.

Marking policy for pupils

OHT 11.14

We use the following marks:

Mark	**Means…**
Underline	Try this spelling again.
C	Find the missing or misplaced capital letters.
•	Put in the missing full stops.
//	Mark in where the paragraphs should be.
Exp	Rewrite this short section at the end, to improve the expression.
+	Add in this point that you forgot to include.
✓	Well-written section – apt and clear.
✓✓	Striking or imaginative writing.

It matters where the mark is:

- Next to a line – means you can find it in the line
- Against a vertical pen line – means you can find it in this section
- At the end – means this is a problem throughout

A number gives extra help – it tells you how many you are looking for.

OHT 11.15

THE GREAT JOURNEY OF THE PASTA

Hello everyone I am pal pasta and we are going on a journey
though the human body!
Right now I am in the bowl with lots of other explorers.
Ah… here is the fork of power. Who will it choose first? I don't
• believe it its coming to me! OW! The sharp points have stabbed
my side but now it is taking me to its mouth.
OW OH AW EE! I am being chewed and chewed to smaller
pieces. Help im breaking up.
✓ I am now being swallowed down the gullet.
Oh help I am now in the stomach and am being squashed and
• churned I am getting smaller.
TICK TOCK TICK TOCK.
Try again. See p.56
I am now a liquid. I'm now going through the liver, gall
• bladder, pancreas, this completes the digestion system.
Now the digested part of me is absorbed into the blood thorough
what looks like a small tube called the small intestine.
I am now moving on in to a bigger intestine where the left over
✓ water is being extracted from me.
Now where do I go?
AT LAST! I see a small pin prick of light! OW! I am being
squeezed and pushed! LOOK! The bowl of hope! WOHOO! I'm
free!
SPLOSH!

Entertaining!
Read to class after revisions.

OHT 11.16

JULIUS CAESER

18th December 2000

Yesterday JULIUS CAESER was assassinated whilst he was in the senate he was one of the most famous heros he was also the first ever roman dictator he workted his way up the rankes and in the end no one could stop him from being so powerfull so they stoped him the only way enybody could and that was killing him and so now because stupid people could not bear somone being very powerfull they upset a lot of people,all over the land .He was a greate man he helped the poor by lowering taxes and he even madehis owern calendar and named the month he was born in july ,i am a very good friend of his and can remember lots of stores he told me and one sticks in my mind it is the time he went to the island of rhodes to learn how to speak in republic but he go captured by piarets who wanted ransom whielst waiting for ransom he got friendly whith them and when playing whith them always told them when the ransom was paid he would kill them and so soon as it was paid he caught up with them and put them on the cross. The main whey julius was so successful is becauce he could work his way up through the rankes first thing he was was a jenaral then he was appointed quaetor which gave him a place in the senate then he went away to spain to be govener then returned to rome to be consul then went to gula [france] whilst in gula he had the best army this army was so loyal they would die for him and this was because he insisted on drinking whith them and fighting whith them then he became the first ever roman dictator so please remember julius caeser born 13 july died yesterday.

Exp

Put in 8 •

Put in 4 //

Interesting detail.
Punctuate for display

A whole-school approach to marking

OHT 11.17

IMMEDIATE, PRAISE, PROMPT and RESPONSE

IMMEDIATE	Mark work at the point of writing, or as soon as possible after the task is completed. Aim to return the marked work in the next lesson.
PRAISE	Comment on one way in which the pupil has used language effectively for the purpose of the task, or has followed the advice given. Explain why this use of language is appropriate, if possible linking the style of writing to the subject needs and learning objectives. eg *You have used a good range of causal connectives. This has helped to strengthen the logic and structure of your argument and makes your points much clearer.* eg *Good use of causal connectives like 'consequently' has made your argument stronger and clearer.*
PROMPT	Identify one language feature which the pupil needs to develop. Explain exactly what the pupil needs to do to improve this. eg *Try to make your writing sound more scientific by using the key words or choosing words like 'I predict…' instead of 'I think…'*
RESPONSE	Expect pupils to have self-checked their work before handing it in (using the 'Pupil writing self-check' prompt sheet). Give one clear piece of advice for improving the writing and expect pupils to carry this out. eg *Reread your second paragraph. Ask yourself what was the main point you were trying to make. Rewrite the first sentence so that this point is clear to your reader.*

Surveying pupil literacy

OHT 11.18

- Scanning the written work of a representative sample of pupils across the subjects for the current term, noting patterns of strength and weakness
- Monitoring the pupils' reading diet and intervening to keep it growing and active
- Sampling the work of a cohort across the curriculum to identify patterns, such as type and frequency of extended writing opportunities, and to seek solutions
- Sampling work across the key stage to see whether the cross-curricular priorities are being met and to inform the setting of the next priorities

Ready for more?

OHT 11.19

- Mark selectively in line with cross-curricular priorities on a key piece of work in the next half-term.
- In planning and teaching, link the marking of literacy skills to the meaning and purpose of the work.
- Build in at least one opportunity for pupil response to marking in each subject over the next term.
- Create a 'whole-school approach to marking' statement.
- Devise a pupil self-checking prompt sheet for use across all subjects.

Making marking criteria explicit

Task	Subject objectives	Literacy objectives	Teaching sequence	Marking criteria (in pupil-speak)
Year 7 History essay *'Why William won the Battle of Hastings'*	To analyse and explain reasons for a historical event To select and organise information to produce structured work, making effective use of dates and terms	7. W20 expand the range of link words and phrases used to signpost texts, including links of time and cause. 7.S8 recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader. 7.S13c explanation, which maintains the use of the present tense and impersonal voice, and links points clearly. 7.S14 recognise and use stylistic conventions of the main forms of writing used in subjects. 7.Wr12 develop ideas and lines of thinking in continuous text and explain a process logically, highlighting the links between cause and effect.	■ Card sort: main points grouped together in paragraphs. ■ Write introductory sentence for each paragraph. ■ Introduce cards with cause and effect connectives: use these words to make argument clearer and texts more cohesive. ■ Shared composition of introductory paragraph. ■ Individual writing of remainder of essay.	
Year 7 Design and Technology evaluation *'Write an evaluation of the toy you have made for a toddler'*	To identify and use criteria to judge the quality of own product (the extent to which it meets a need, its fitness for purpose and whether resources are used appropriately) and ways of improving these	7.W21 use correctly vocabulary which relates to key concepts in each subject. 7.S9 identify the main point in a paragraph and how the supporting information relates to it. 7.S14 recognise and use stylistic conventions of the main forms of writing used in subjects. 7. Wr18 identify criteria for evaluating a particular situation, object or event, present findings fairly and give a personal view.	■ Examine model texts (produced by pupils in previous years) to identify features of effective evaluations. ■ Introduce appropriate evaluative language and revise subject-specific language which should be included. ■ Writing frame to scaffold pupil response.	

Making marking criteria explicit (completed version) Handout 11.2

Task	Subject objectives	Literacy objectives	Teaching sequence	Marking criteria (in pupil-speak)
Year 7 History essay *'Why William won the Battle of Hastings'*	To analyse and explain reasons for a historical event To select and organise information to produce structured work, making effective use of dates and terms	7. W20 expand the range of link words and phrases used to signpost texts, including links of time and cause. 7.S8 recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader. 7.S13c explanation, which maintains the use of the present tense and impersonal voice, and links points clearly. 7.S14 recognise and use stylistic conventions of the main forms of writing used in subjects. 7.Wr12 develop ideas and lines of thinking in continuous text and explain a process logically, highlighting the links between cause and effect.	■ Card sort: main points grouped together in paragraphs. ■ Write introductory sentence for each paragraph. ■ Introduce cards with cause and effect connectives: use these words to make argument clearer and texts more cohesive. ■ Shared composition of introductory paragraph. ■ Individual writing of remainder of essay	'When I mark your work I shall look at: 1 The first sentence of each paragraph to see if it introduces your point clearly. 2 How you have used connectives to show cause and effect. 3 How you have selected and organised the information to support your argument.'
Year 7 Design and Technology evaluation *'Write an evaluation of the toy you have made for a toddler'*	To identify and use criteria to judge the quality of own product (the extent to which it meets a need, its fitness for purpose and whether resources are used appropriately) and ways of improving these	7.W21 use correctly vocabulary which relates to key concepts in each subject. 7.S9 identify the main point in a paragraph and how the supporting information relates to it. 7.S14 recognise and use stylistic conventions of the main forms of writing used in subjects. 7. Wr18 identify criteria for evaluating a particular situation, object or event, present findings fairly and give a personal view.	■ Examine model texts (produced by pupils in previous years) to identify features of effective evaluations. ■ Introduce appropriate evaluative language and revise subject-specific language which should be included. ■ Writing frame to scaffold pupil response.	'When I mark your work I shall look at: 1 How you have developed your ideas and used evidence to support each point. 2 How you have used subject-specific vocabulary. 3 How you have used evaluative words to make your meaning clear.'

Handout 11.3

palestine

palestine is a·k·a The holy land
here is a list of Just some of the
Wonderful things it has to offer
1 a Sabbath a whole day with no work
2 a buetiful lanscape and hot hot weather
3 a Remarkful and food packed market
but Remember you must buy all you needs
before the Sabbath

Good list. Ask me how to punctuate it.

Good use of adjectives

plus when you come with my air line your
child will have a free week in school to
meet a get taught by the Rabbi and maybe
try and learn the language of hebru.

plus Flat thatced Roofes to Sleep on when
it it to hot in the night

I like your persuasive style.
You have selected some relevant facts.
Pick out the main idea for each paragraph and
write each one as a topic sentence using a capital letter and a full stop.

Year 7
Cross-curricular priorities

Handout 11.4a

1. Recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary.
2. Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, eg *when there is a shift of topic, viewpoint or time.*
3. Revise the stylistic conventions of the main types of non-fiction:
   - information
   - recount
   - explanation
   - instructions
   - persuasion
   - discursive writing
4. Use appropriate reading strategies to extract particular information, eg *highlighting, scanning.*

Handout 11.4b

Why was the Roman army So Successful

The Romans army's armour and weapons were of high quality and were thoughtfully designed. Additionally the equipment they handled were made out of strong materials so they could with stand the hardest things. They made them out of Steal and leather. This led to all soilders carrying not one but four pieces of equipment. Subsequently they were never caught off guard.

Organisation was very important as the Roman army was split into small section so that it was easier to control. Furthermore the divided section were called legions and Centuries. A legion was really about 5,400 men but Suprisingly the 1st cohort had 600 extra men. Inevitably the Legion which was a big section needed Support staff e.g. Blacksmiths which helped to fix horses shoes, Cooks so they could battle with happy stomachs and Doctors for aid.

Life as a Roman Soilder was easy as they had got 75 denarii and where treated well which made them more likely to work hard. However they had to work hard of fear because every tenth man / Soilder was executed / killed. Sometimes soilders volunteered to fight for their country.

The Roman army was Succesful for many reasons. These reasons were they had excellent withstanding weapons and great but important organisation plans e.g when to hit the enemy / target. Therefore with not all the weapons in the world ~~and~~ But ~~no~~ organisation nothing could have ~~deti~~ defeated the great and brave ROMANS!

Year 8
Cross-curricular priorities

1. Explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, eg *by chronology, comparison or through adding exemplification.*

2. Learn complex, polysyllabic words and unfamiliar words which do not conform to regular patterns.

3. Combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity.

4. Use talk to question, hypothesize, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.

Handout 11.5b

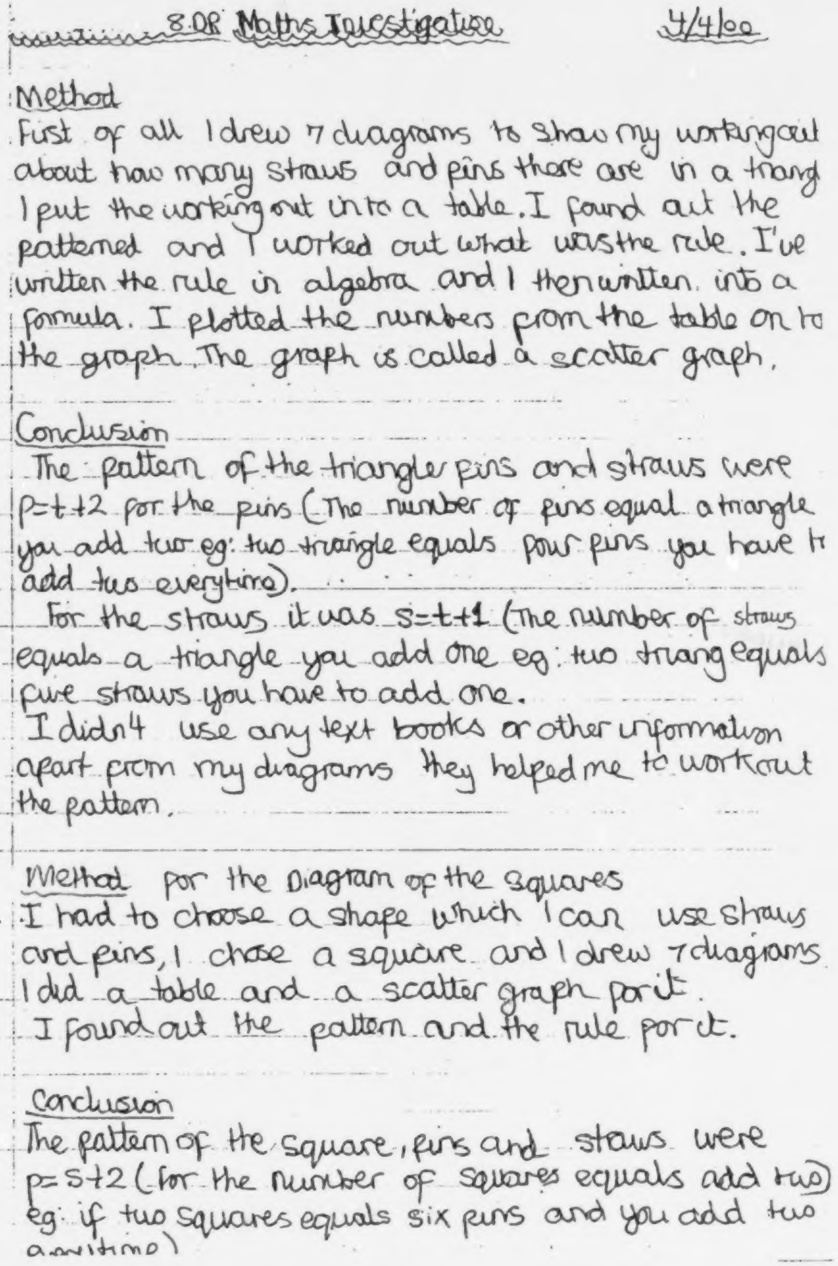
24th November 99

8K
wk

Evaluation of Blue project

In our Blues project I have learned what instrument were used and how it became popular i have played the keyboard on the 12 Bar Blues My friend played the keyboard too. Me and my friend played the keyboar and performed at the same time But when we pratcise we play one at a time. The order we performed was that we begun one at a time, then we both perfomed together, we ended it by perforemng one at a time. The easy part was the part we perfomed one at a time The hard part was when we had to performe together because we get mixed up by what should play what. We could improve this performent by practising more to play both together. If I compere the music I have played with the musi tape. it is very diffreret becouse it has more different instruments. In our music we have used the C, F and G major triad. We have alsouse the 12 bar Blues chord sequences In our music I have also done Improvisatio We had to make up 3 improvisatio about the C chord, F chord and Gre chord.

Handout 11.5c
1 of 3



8.OR Maths Investigation 4/4/00

Method

First of all I drew 7 diagrams to show my workingout about how many straws and pins there are in a triang I put the working out into a table. I found out the patterned and I worked out what was the rule. I've written the rule in algebra and I then written into a formula. I plotted the numbers from the table on to the graph. The graph is called a scatter graph.

Conclusion

The pattern of the triangle pins and straws were p=t+2 por the pins (The number of pins equal a triangle you add two eg: two triangle equals pour pins you have t add two everytime).

For the straws it was s=t+1 (The number of straws equals a triangle you add one eg: two triang equals pive straws you have to add one.

I didn't use any text books or other information apart prom my diagrams they helped me to workout the pattern.

Method por the Diagram of the squares

I had to choose a shape which I can use straws and pins, I chose a square and I drew 7 diagrams I did a table and a scatter graph por it.

I found out the pattern and the rule por it.

Conclusion

The pattern of the square, pins and staws were p=s+2 (for the number of squares equals add two) eg: if two squares equals six pins and you add two anytime)

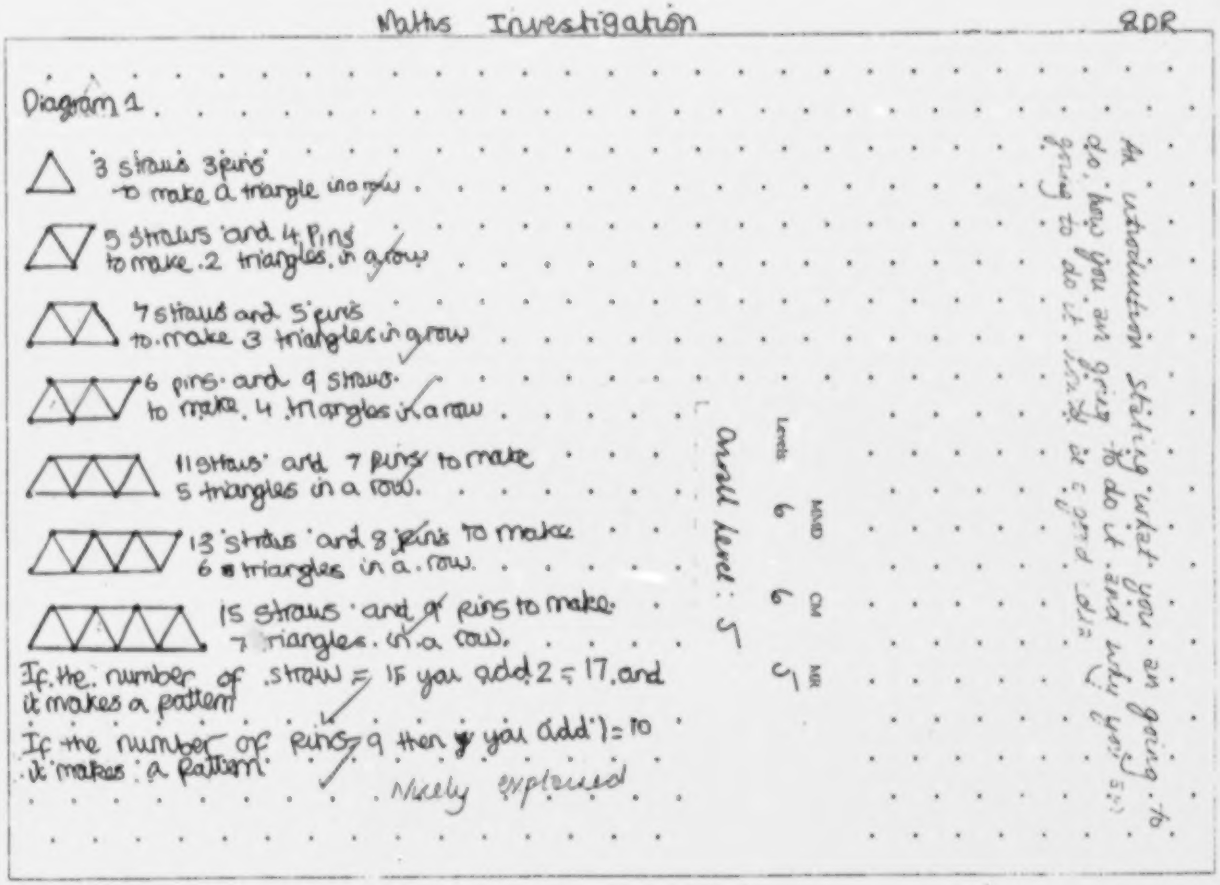
Raising Standards
Standards and Effectiveness Unit

For the straws was s= s+3 (You had to add . everytime eg: the number of squares equals three the number of straws in a square is ten and you have to add three everytime)

Summary

I have found out fom my investigation about straw triangles and pins is that if there are 3 straws in a triangle and there are 3 pins in a triangle you have to add one to pins and add two everytime to make a triangle in a row. I C have been using rules, diagrams, algebra, a formill triangular dotty paper to found out all my information about the investigation. I have enjoy doing this investigation. I also did a plan before i started doing this investigation.

Handout 11.5c
3 of 3



Maths Investigation

RDR

Diagram 1

3 straws 3 pins
to make a triangle in a row

5 straws and 4 pins
to make 2 triangles in a row

7 straws and 5 pins
to make 3 triangles in a row

6 pins and 9 straws
to make 4 triangles in a row

11 straws and 7 pins to make
5 triangles in a row.

13 straws and 8 pins to make
6 triangles in a row.

15 straws and 9 pins to make
7 triangles in a row.

If the number of straw = 15 you add 2 = 17 and it makes a pattern

If the number of pins = 9 then you add 1 = 10 it makes a pattern

Nicely explained

An introduction stating what you are going to do, how you are going to do it and why you are going to do it. [illegible] be a good idea

	MMD	CM	MR
Levels	6	6	5

Overall level: 5

Raising Standards
Standards and Effectiveness Unit

Literacy across the curriculum
Marking for literacy

Year 9

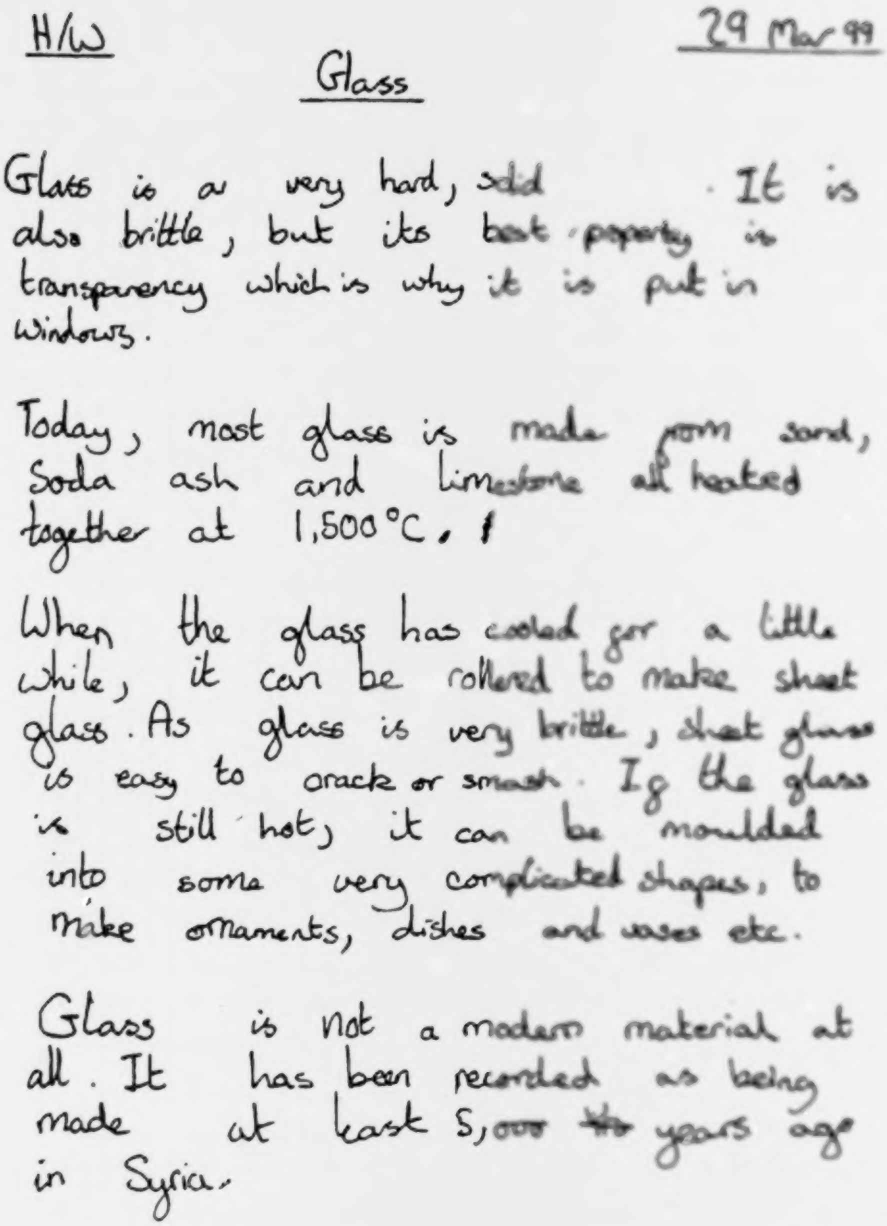
Cross-curricular priorities

1. Compare and use different ways of opening, developing, linking and completing paragraphs.

2. Synthesize information from a range of sources, shaping material to meet the reader's needs.

3. Write with differing degrees of formality, relating vocabulary and grammar to context, eg *using the active or passive voice.*

4. Discuss and evaluate conflicting evidence to arrive at a considered viewpoint.



H/W

29 Mar 99

Glass

Glass is a very hard, solid . It is also brittle, but its best property is transparency which is why it is put in windows.

Today, most glass is made from sand, Soda ash and limestone all heated together at 1,500°C.

When the glass has cooled for a little while, it can be rollered to make sheet glass. As glass is very brittle, sheet glass is easy to crack or smash. If the glass is still hot, it can be moulded into some very complicated shapes, to make ornaments, dishes and vases etc.

Glass is not a modern material at all. It has been recorded as being made at least 5,000 ~~the~~ years ago in Syria.

Involving pupils in marking

Handout 11.7

Strategy	Advantages	Disadvantages	When to use
Giving feedback during classroom writing time, at the point of writing	• Help when it's needed • Dialogue encourages pupil to articulate reasons for language choices and to question uncertainties • Dialogue and explanation are easier and quicker than writing • Teaching can take place before the pupil makes an error • Pupils respond well to intensive support		• During sustained writing time • Guided writing sessions
Self-checking	• Pupil takes responsibility for own learning • Encourages independence • Encourages pupil to reread the text with the reader's eye • Prompt sheet can focus attention on content as well as spelling/punctuation • Helps pupil monitor progress towards own literacy target(s)	• Pupils not always sensitive to own errors • Pupil may identify error but not know how to correct • Pupils who work more slowly may omit this stage in order to complete the task	
Pupils act as response partners to each other's work	• Offers a real audience • Encourages critical reading • Cultivates better checking • Easy to see inconsistencies in another writer's work • Quick • Reduces demand on teacher time	• Pupils sometimes unsure what they're looking for • Some pupils lack the requisite skills and knowledge • Pupils need to be paired so that both are able to contribute • Pupils need to be sensitive to each other's work	
Self-marking		• Not always reliable • Not always valued by pupil • Pupils don't always recognise own errors	• To encourage self-reliance • When answers are easily conveyed as right or wrong • When the teacher wants to know whether the pupil does have the measure of his/her own work
Going back over work with a like group of pupils	• Response to common specific errors • Encourages response to comments through opportunity for dialogue • Efficient use of teacher time		• After substantial written work • When the comment would be lengthy and complicated, but the issue needs to be tackled • When it's apparent that a number of pupils need further teaching on the same language point

Involving pupils in marking (completed version)

Handout 11.8

Strategy	Advantages	Disadvantages	When to use
Giving feedback during classroom writing time, at the point of writing	■ Help when it's needed ■ Dialogue encourages pupil to articulate reasons for language choices and to question uncertainties ■ Dialogue and explanation are easier and quicker than writing ■ Teaching can take place before the pupil makes an error ■ Pupils respond well to intensive support	■ Teacher is spread thinly ■ Interrupts flow ■ Not possible to give this level of attention to all pupils for a piece of work	■ During sustained writing time ■ Guided writing sessions
Self-checking	■ Pupil takes responsibility for own learning ■ Encourages independence ■ Encourages pupil to reread the text with the reader's eye ■ Prompt sheet can focus attention on content as well as spelling/punctuation ■ Helps pupil monitor progress towards own literacy target(s)	■ Pupils not always sensitive to own errors ■ Pupil may identify error but not know how to correct ■ Pupils who work more slowly may omit this stage in order to complete the task	■ With coursework or assessment tasks ■ To focus attention on specific language features (possibly using prompt cards) ■ To encourage learner independence ■ To reinforce use of dictionary or spell-checker
Pupils act as response partners to each other's work	■ Offers a real audience ■ Encourages critical reading ■ Cultivates better checking ■ Easy to see inconsistencies in another writer's work ■ Quick ■ Reduces demand on teacher time	■ Pupils sometimes unsure what they're looking for ■ Some pupils lack the requisite skills and knowledge ■ Pupils need to be paired so that both are able to contribute ■ Pupils need to be sensitive to each other's work	■ When topic is of personal interest for pupils ■ When specifically developing critical reading skills ■ To make pupils more aware of the need to consider reader needs ■ When instant marking is desirable
Self-marking	■ Encourages diligence ■ Deals with minor slips	■ Not always reliable ■ Not always valued by pupil ■ Pupils don't always recognise own errors	■ To encourage self-reliance ■ When answers are easily conveyed as right or wrong ■ When the teacher wants to know whether the pupil does have the measure of his/her own work
Going back over work with a like group of pupils	■ Response to common specific errors ■ Encourages response to comments through opportunity for dialogue ■ Efficient use of teacher time	■ Needs to take place while the work is still fresh in the pupil's memory ■ Rest of class needs to be productively engaged in a task which they can tackle independently	■ After substantial written work ■ When the comment would be lengthy and complicated, but the issue needs to be tackled ■ When it's apparent that a number of pupils need further teaching on the same language point

12 All inclusive: supporting EAL learners

Aims:
- To illustrate how EAL learners can be included in lessons effectively in planning and teaching
- To review the level of provision for EAL learners and identify where improvements are needed.

Timing:

12.1 **Introduction**	10 minutes
12.2 **Video**	40 minutes
12.3 **Improving provision: departmental discussion**	25 minutes
Total	75 minutes

You will need:
- OHTs 12.1–12.2
- Handout 12.1–12.3
- Video: *All Inclusive*
- The presence and support of an experienced EMTAG teacher for the discussion.

12.1 Introduction (10 minutes)

Show OHT 12.1 and talk through the points.

> OHT 12.1
>
> **Key principles**
>
> **Inclusion is a fundamental entitlement for all pupils**
>
> To make this happen, we need to:
> - Know our pupils and listen to their viewpoints
> - Plan for confident involvement in the curriculum
> - Establish whole-school systems to raise the achievement of EAL pupils

Points to make:
- **Inclusion is a fundamental entitlement for all pupils.**
  The inclusion of pupils learning English as an additional language is a key principle of the National Curriculum 2000. OFSTED guidance – Evaluating Educational Inclusion – makes clear the criteria by which schools are to be inspected for their inclusive practice.
- **Know our pupils and listen to their viewpoints.**
  It is a DfEE requirement that schools identify pupils by their ethnic group. Knowing our pupils means gathering information about their language and literacy identities and previous educational experience. Beyond this, it is important that we hear their viewpoints on what makes a difference to their learning.
- **Plan for confident involvement in the curriculum.**
  Planning for inclusion means identifying learning outcomes and designing and structuring tasks to enable all pupils to be fully involved.

- **Establish whole-school systems to raise the achievement of EAL pupils.**
  Although subject teachers can do a great deal to ensure the active involvement of EAL pupils, there are aspects of inclusion that need to implemented at whole-school level. A school will demonstrate its commitment to inclusion by being responsive to pupils and community.

12.2 Video (40 minutes)

Show video *All inclusive*. Use OHT 12.2 to initiate small discussion groups after the video. Distribute *Handouts 12.1 and 12.2* to support the discussion of the last two bullet points.

OHT 12.2

Questions for discussion

- Why is it important that pupils learning English as an additional language are in the mainstream classroom?
- What do pupils gain from having planned opportunities to speak in their first language?
- What can a subject teacher do to include pupils learning EAL given that in-class support is a scarce resource?
- How can senior management ensure that subject teachers are supported when working with bilingual pupils?

Take feedback after 20 minutes or so.

Make the following points:

In mainstream classrooms:

- To have maximum access to English in use
- To avoid a ghetto of under-achievement
- To maintain high and equal expectations
- To fulfil the English curriculum.

Opportunities for first language:

- To draw on existing skills and strengths
- To work fluently and quickly where the learning can be completed equally well in mother tongue
- To know that other languages are valued and good for learning, too.

Inclusion:

- Train all teachers and support staff to offer appropriate support
- Design lessons to accommodate diverse language users
- Use a range of media to communicate key ideas – it makes them more likely to be understood.

Senior management support:

- Vigorous re-evaluation of the way support is offered and deployed
- Use of expertise to advise rather than offer temporary relief to departments
- Intense scrutiny of data to identify literacy patterns within and across cohorts, ethnic groups and years, and focus action accordingly.

Use *Handouts 12.1 and 12.2* to round off this section.

301

Handout 12.1

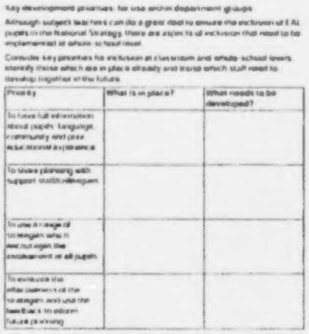
Handout 12.2

12.3 Improving provision: departmental discussion
(25 minutes)

Rearrange participants into departmental groups. Distribute *Handout 12.3* for discussion and completion, and encourage participants to commit themselves to improving provision.

Handout 12.3

Key development priorities: for use within department groups



Key principles

OHT 12.1

Inclusion is a fundamental entitlement for all pupils

To make this happen, we need to:

- Know our pupils and listen to their viewpoints
- Plan for confident involvement in the curriculum
- Establish whole-school systems to raise the achievement of EAL pupils

Raising Standards
Standards and Effectiveness Unit

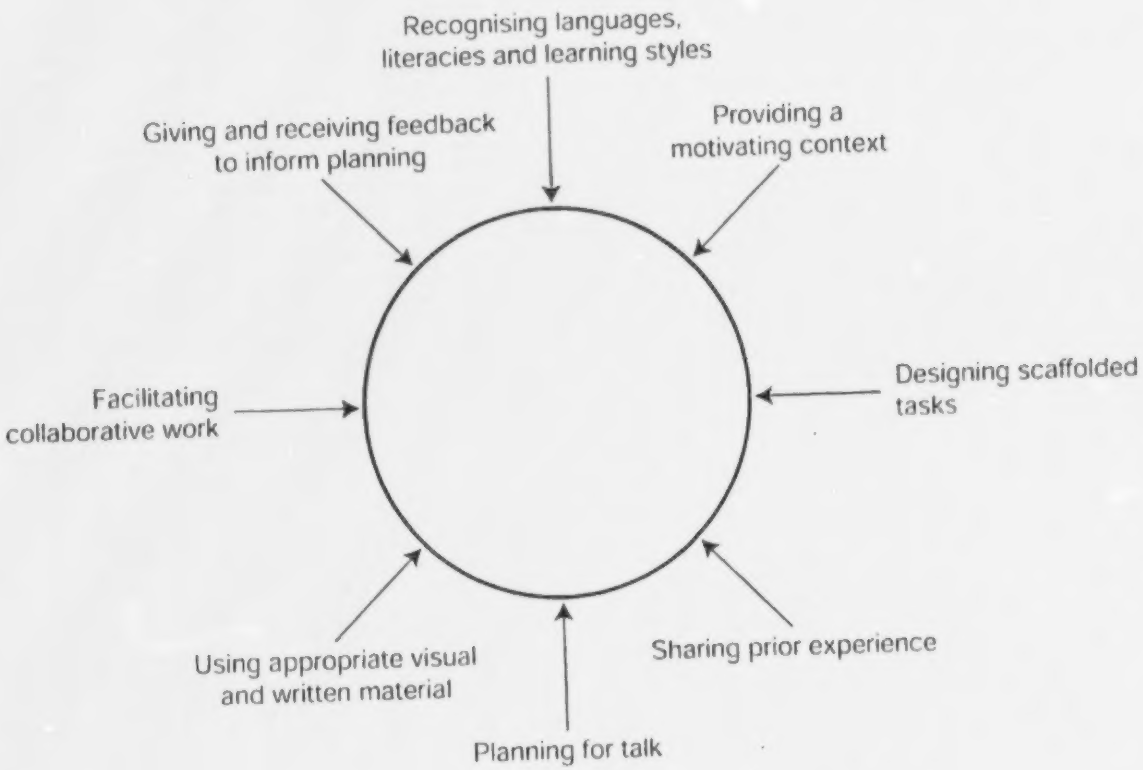
Questions for discussion

OHT 12.2

- Why is it important that pupils learning English as an additional language are in the mainstream classroom?
- What do pupils gain from having planned opportunities to speak in their first language?
- What can a subject teacher do to include pupils learning EAL given that in-class support is a scarce resource?
- How can senior management ensure that subject teachers are supported when working with bilingual pupils?

Handout 12.1

The inclusive classroom: making it happen



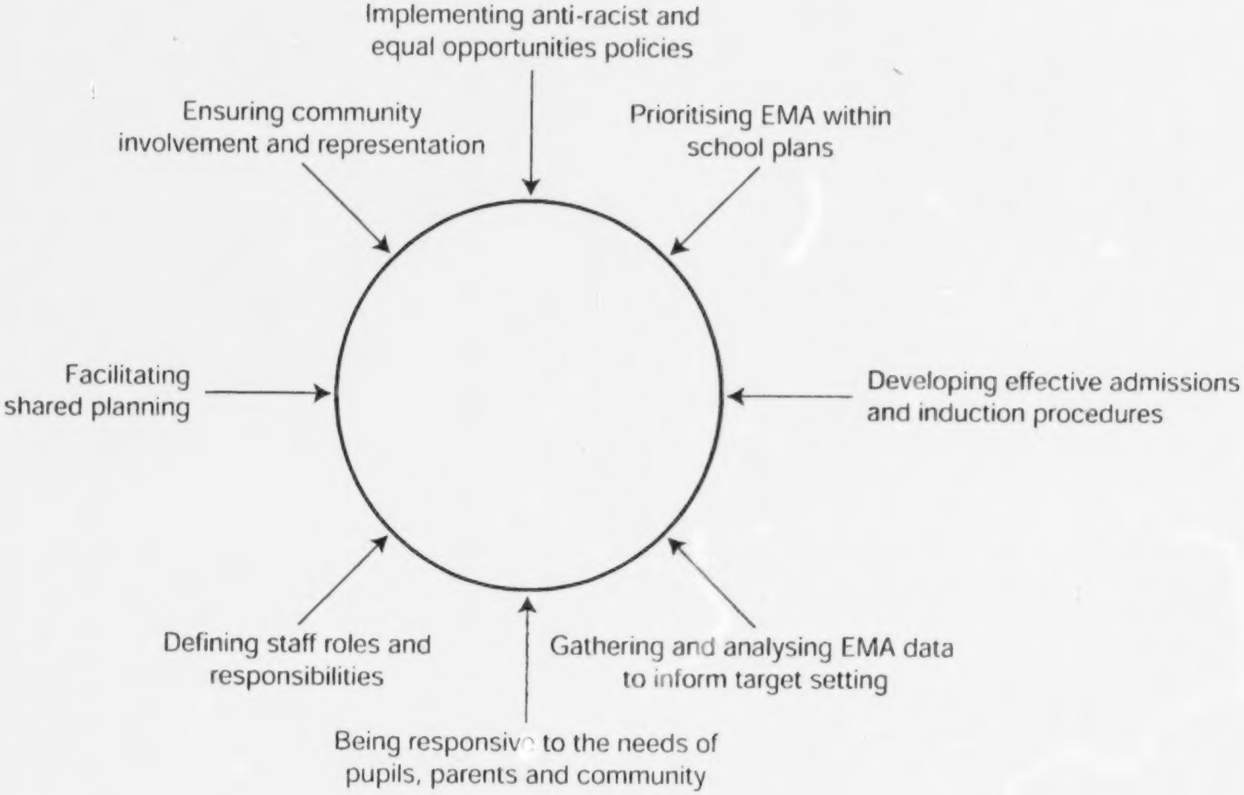
Recognising languages, literacies and learning styles
Providing a motivating context
Designing scaffolded tasks
Sharing prior experience
Planning for talk
Using appropriate visual and written material
Facilitating collaborative work
Giving and receiving feedback to inform planning

Raising Standards
Standards and Effectiveness Unit

Literacy across the curriculum
All inclusive: supporting EAL learners

The inclusive classroom: making it happen

Handout 12.2



Implementing anti-racist and equal opportunities policies

Prioritising EMA within school plans

Developing effective admissions and induction procedures

Gathering and analysing EMA data to inform target setting

Being responsive to the needs of pupils, parents and community

Defining staff roles and responsibilities

Facilitating shared planning

Ensuring community involvement and representation

Raising Standards
Standards and Effectiveness Unit

Literacy across the curriculum
All inclusive: supporting EAL learners

Key development priorities: for use within department groups

Handout 12.3

Although subject teachers can do a great deal to ensure the inclusion of EAL pupils in the National Strategy, there are aspects of inclusion that need to be implemented at whole-school level.

Consider key priorities for inclusion at classroom and whole-school levels. Identify those which are in place already and those which staff need to develop together in the future.

Priority	What is in place?	What needs to be developed?
To have full information about pupils' language, community and prior educational experience		
To share planning with support staff/colleagues		
To use a range of strategies which encourages the involvement of all pupils		
To evaluate the effectiveness of the strategies and use the feedback to inform future planning		

13 What next?

13.1 Proposals for action (35 minutes or more)

This section takes the form of proposals for discussion for each module used. You need to identify in advance a member of staff with an interest and credibility on each topic to launch the proposal and suggest how it might be adopted or adapted in your school. The idea is to start discussion, and get quick feedback on the acceptability of each proposal.

It is recommended that different people make each proposal. They could in due course take responsibility for developing the strand of activity in school, gathering the more enthusiastic members from the individual sessions to help them.

There are a number of ways of running this activity. You could launch it in a whole-staff session, and then allow departments time to discuss their responses and report back to the senior management team on *Handout 13.1*. If you want to get things moving in the whole staff meeting, you could pause for a few minutes' discussion on each proposal and take the responses. In this case, it would be helpful to arrange participants into mixed groups.

There is no expectation that schools will automatically accept all the proposals. A good outcome would be a valuable debate and a small number of genuine commitments around local priorities. The proposals are intended to challenge staff and initiate discussion.

Use the OHTs one by one to describe the course of action. Adapt them in advance to be suitable for your own context.

Proposal 1 relates to module 1: *Whole-school implementation*.

OHT 13.1
Proposal 1
Whole-school implementation

As a minimum:

- All subjects will identify where they will
  - plan
  - teach
  - mark

  to the key objectives.
- The senior management team will
  - identify which departments will be responsible for which objectives
  - sample periodically the work of pupils for evidence of progress against the objectives
  - identify the training needs of the staff to help them fulfil the objectives.

Proposal 2 relates to module 2: *Writing non-fiction*.

OHT 13.2

Proposal 2

Writing non-fiction

Each department will:

- Teach pupils how to write in ways that are special to the subject
- Adopt the teaching sequence for introducing new types of writing recommended in the *Writing non-fiction* session (see video)
- Agree with the English department when the generic text types are best consolidated in Year 7:
  - information
  - recount
  - explanation
  - instruction
  - persuasion
  - discursive writing
  - analysis
  - evaluation
- Align, wherever possible, the teaching of subject-specific text types to follow the broad introduction by the English department, so that pupils see how types of writing are applied and adapted in the context of subjects.

Proposal 3 relates to module 3: *Writing style*.

OHT 13.3

Proposal 3

Writing style

Each department will:

- Display useful phrases to help pupils link and develop ideas in writing
- Define for pupils the appropriate style for pieces of writing
- Demonstrate for pupils the way to organise and express pieces of writing
- Provide annotated examples of writing in the subject, so that pupils understand what is required.

Proposal 4 relates to module 4: *Spelling*.

OHT 13.4

Proposal 4

Spelling and vocabulary

Overhaul the school spelling policy to:

- Secure the correct spelling of words on the high frequency *General spelling list* provided in Appendix 3 of the *Framework for teaching English: Years 7, 8 and 9*
- Teach strategies which will help pupils to learn subject spelling lists
- Prioritise the marking of high-frequency and key subject words, and highlight rules where the error would relate to other words
- Adopt a cross-curricular spelling book in which all spelling work, including personal spelling lists, games, learning activities and error corrections, is logged
- Test all logged errors once a week in peer pairs
- Set personal spelling targets to be reviewed by the tutor each half-term
- Use key words, glossaries, word banks and other strategies to provide support for subject-specific vocabulary.

Proposal 5 relates to module 5: *Active reading strategies*.

OHT 13.5

Proposal 5

Active reading strategies

To improve reading by:

- Reviewing reading tasks in the teaching plans for the next half-term in Year 7
- Building in active reading strategies to support learning through more focused reading.

Proposal 6 relates to module 6: *Reading for information*.

OHT 13.6

Proposal 6

Reading for information

Departments will:

- Identify the most common types of reading 'behaviours' required in the subject
- Take new pupils through any book they will use regularly (eg textbook) and show them how to find their way round it
- Always show pupils how to work on the text when they are expected to read alone (eg how to identify key points, how to take notes, how to skim or scan).

Proposal 7 relates to module 7: *The management of group talk*.

OHT 13.7

Proposal 7

The management of group talk

To improve the management of group talk by:

- Making the management of group talk a focus for one departmental meeting in the next few months
- Planning each substantial group work session to include decisions about:
  - size and composition of groups
  - focus of task
  - expected outcome
  - strategies for group talk and feedback.

Proposal 8 relates to module 8: *Listening*.

OHT 13.8

Proposal 8

Listening

We will:

- Adopt the following objective as a whole-school priority:

  Listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.
- Audit listening demands, environments and opportunities within subject areas
- Incorporate the explicit teaching of listening into relevant units of work.

Proposal 9 relates to module 9: *Making notes*.

OHT 13.9

Proposal 9

Making notes

Departments will:

- Define the type of note-making support for given tasks
- Demonstrate to pupils effective note-making and how notes can be used to link and develop ideas.

Proposal 10 relates to module 10: *Using the library/learning centre.*

OHT 13.10

Proposal 10

Using the library/learning centre

Departments will:

- Hold a departmental meeting to review their planning for *library based research tasks*
- Develop and maintain a working partnership with the librarian
- Promote the use of the school library to pupils.

Proposal 11 relates to module 11: *Marking for literacy.*

OHT 13.11

Proposal 11

Marking for literacy

Departments will:

- Agree a marking code and the use of selective marking
- Adopt a marking system which obliges the pupil to retry.

Proposal 12 relates to module 12: *All inclusive: supporting EAL learners.*

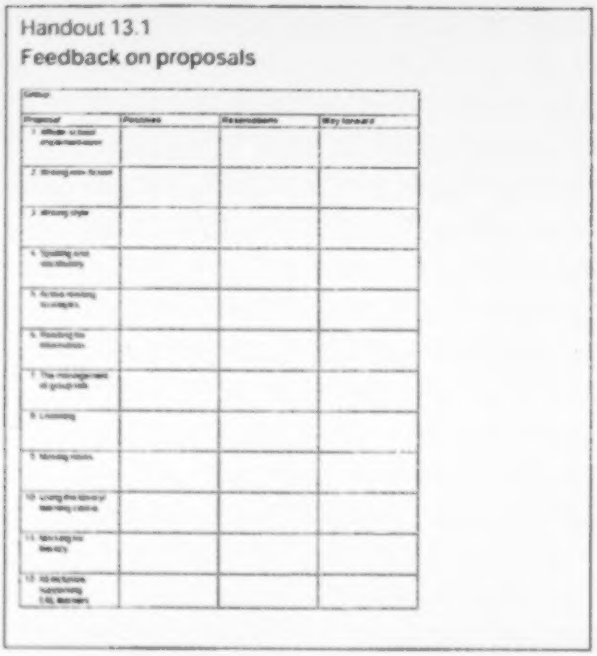
OHT 13.12

Proposal 12

All inclusive: supporting EAL learners

Departments will:

- Review their present provision for EAL learners
- Plan lessons which effectively include all EAL learners.



Handout 13.1

Feedback on proposals

Group			
Proposal	Positives	Reservations	Way forward
1 Whole school implementation			
2 Writing non-fiction			
3 Writing style			
4 Spelling and vocabulary			
5 Active reading strategies			
6 Reading for information			
7 The management of group talk			
8 Listening			
9 Making notes			
10 Using the library/learning centre			
11 Marking for literacy			
12 All inclusive: supporting EAL learners			

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OHT 13.1

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OHT 13.3

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Spelling and vocabulary

OHT 13.4

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OHT 13.11

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Proposal 12

All inclusive: supporting EAL learners

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- Plan lessons which effectively include all EAL learners.

Feedback on proposals

Handout 13.1

Group:			
Proposal	**Positives**	**Reservations**	**Way forward**
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2. Writing non-fiction			
3. Writing style			
4. Spelling and vocabulary			
5. Active reading strategies			
6. Reading for information			
7. The management of group talk			
8. Listening			
9. Making notes			
10. Using the library/ learning centre			
11. Marking for literacy			
12. All inclusive: supporting EAL learners			

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